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ABSTRACT

The test reviews in this guide are intended to be used by school personnel charged with locating and administering appropriate assessment instruments to limited-English-speaking elementary school children. Assessment instruments are reviewed for native speakers of Chinese, French, Italian, Navajo, Portuguese, Spanish and Tagalog. Each instrument reviewed met nine criteria and was analyzed for cultural bias by a cultural and linguistic review panel. The descriptive information section of each entry contains the following types of information: purpose, score interpretation, grade range, target ethnic group, administration time, administrator requirements, author, source and cost. The following types of tests are included: Language Dominance, English Language Proficiency, Native Language Proficiency, Achievement in Multi-Subject Areas, Achievement in Individual Subjects, Learning Styles (for Spanish-Speaking), and General Ability and Scholastic Aptitude. Four appendices provide a comprehensive index, a source index, a glossary of technical terms, and a bibliography. (AMH)

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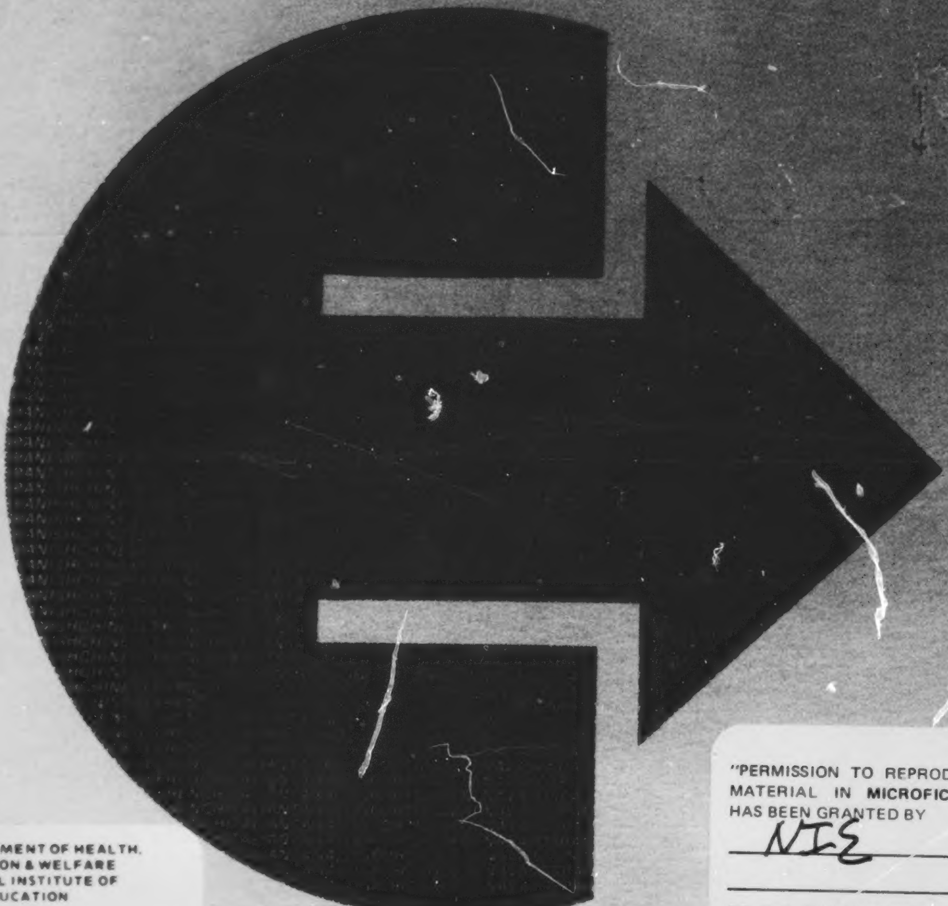
A guide to assessment instruments

For Limited English Speaking Students



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Bilingual Education [illegible]

A guide to assessment instruments

For Limited English Speaking Students

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TABLE OF CONTENTS

Acknowledgements
Introduction
Instructions for Guide Use

Assessment Instruments for Native Speakers of Chinese
  Language Dominance
  English Language Proficiency
  Achievement in Multi-Subject Areas
  Attitude and Self-Concept
  Notes

Assessment Instruments for Native Speakers of French
  French Language Proficiency
  English Language Proficiency
  Achievement in Mathematics
  Achievement in Multi-Subject Areas
  Notes

Assessment Instruments for Native Speakers of Italian
  Language Dominance
  Italian Language Proficiency
  English Language Proficiency
  Attitude and Self-Concept
  Notes

Assessment Instruments for Native Speakers of Navajo
  Language Dominance
  Navajo Language Proficiency
  English Language Proficiency
  Achievement in Multi-Subject Areas
  General Ability and Scholastic Aptitude
  Notes

Assessment Instruments for Native Speakers of Portuguese
  Portuguese Language Proficiency
  English Language Proficiency
  Achievement in Mathematics
  Achievement in Social Studies and Ethnic Studies
  Notes

Assessment Instruments for Native Speakers of Spanish
  Language Dominance
  Spanish Language Proficiency
  English Language Proficiency
  Achievement in Mathematics
  Achievement in Science
  Achievement in Social Studies and Ethnic Studies
  Achievement in Multi-Subject Areas
  Attitude and Self-Concept
  Learning Styles
  General Ability and Scholastic Aptitude

Assessment Instruments for Native Speakers of Tagalog
  Language Dominance
  Tagalog Language Proficiency
  English Language Proficiency
  Achievement in Multi-Subject Areas
  Notes

Appendix A – Comprehensive Index
Appendix B – Source Index
  Individual Sources
  Non-Commercial Publishers
  Commercial Publishers
Appendix C – Glossary of Technical Terms
Appendix D – Bibliography

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INTRODUCTION

Approximately 2.5 million children in the United States primarily speak, read, and write a language other than English. The Bilingual Education Act ESEA Title VII enacted in 1968 sought to address the needs of the non-English-dominant child. The goal of this act is to provide these children with instruction in English as well as instruction in their mother tongue for the purpose of improving their educational opportunities. The *Lau* v. *Nichols* U.S. Supreme Court case provided further support for bilingual education, expanding it to provide equal educational opportunity for all limited-English-speaking children. School districts may now be held accountable for not being in compliance with the educational needs of their non-English-speaking student population. It has become imperative to incorporate the goals of bilingual education into the school curriculum.

It would be difficult to identify a conference or major synthesis of work in bilingual education that did not express a concern for the adequacy of present assessment instruments. The National Advisory Council on Bilingual Education, in its 1975 Annual Report to the President and the Congress, expressed a concern for "equalized testing for all students" and for the immediate development of assessment procedures at all educational levels for all languages used in bilingual education. The U.S. Commission on Civil Rights, in A BETTER CHANCE TO LEARN: BILINGUAL BICULTURAL EDUCATION (1975),* indicated that "evaluation and program implementation are often hampered and limited by a scarcity of adequate assessment." The commission noted that data on bilingual programs were either lacking altogether or based on inadequate assessment instruments.

The Task Force on Testing of the National Education Association, in its 1973-74 report to the NEA Assembly, called for fairness in the development of "student evaluation systems," fairness in the interpretation of results, and appropriate distribution and administration of evaluation systems. Task force members expressed concern that little recognition had been given to teachers as the major users of tests in descriptions of test standards prepared by various professional organizations.

In a report to the United States Congress by the Comptroller General of the United States, five recommendations were made to improve the effectiveness of bilingual education. Two of the recommendations dealt specifically with assessment instruments:

- Examine the appropriateness of academic testing instruments available for children with limited-English-speaking ability and, if needed, take action to have better ones developed.
- Examine the appropriateness of available testing instruments for assessing English language proficiency and, if needed, take action to have better instruments developed.

The reviews contained in this Guide are designed to be used by school personnel charged with locating and administering appropriate assessment instruments to limited-English-speaking elementary-school-age children whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog.

Part I of this Introduction describes our search for bilingual assessment instruments and lists the criteria we used to determine whether or not an instrument would be reviewed in the Guide. Part II is designed to provide a brief outline of the type of descriptive information provided for each instrument reviewed in the Guide. Part III contains a discussion of the review procedures followed by the cultural and linguistic consultants and lists the consultants by name and title. Similarly, Part IV contains a discussion of the procedures followed by Guide technical reviewers and lists these reviewers by name and title.

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*Available from the U.S. Commission on Civil Rights, Washington, D.C. 20245

Part I: Instrument Search

The authors located the assessment instruments included in this guide by contacting bilingual education projects funded for the 1975-76 school year; by working with LAU centers, National Dissemination and Assessment Centers, and with such ethnic education centers as the BIA Education Division and the Pacific Asian Coalition. The authors additionally contacted major commercial test publishers; reviewed assessment instrument files located at the American Institutes for Research in Palo Alto, California; and consulted the publications listed in Appendix D.

Each instrument reviewed in depth in this Guide met all of the following criteria. Each was:

- designed for use directly with students in grades K-6
- used currently in the United States
- normed (if norms were provided) with students residing in the United States
- designed to yield scores which can be interpreted outside the context of a specific curriculum or commercial series
- developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog
- considered by the author or source to be complete technically and with regard to instrument content
- not designed to identify developmental or physiological problems
- available to the public
- available for review on or before April 15, 1977

Please note that the inclusion of an instrument in this Guide in no way constitutes an endorsement of that instrument.

Part II: Outline of Descriptive Information Sections

The authors asked developers or distributors of each instrument reviewed in this Guide to verify the facts contained in the descriptive information section of each Guide entry. It is therefore reasonable for the reader to assume that this information was complete and up-to-date as of June 1977. The descriptive information section of each Guide entry contains the following types of information for each instrument:

- Purpose
- Score Interpretation
- Grade Range
- Target Ethnic Group
- Administration Time
- Administrator Requirements
- Author
- Source
- Cost

In addition to this information, the authors have included a brief narrative description of each instrument. Within this narrative the reader may locate information on the procedures actually followed in administering and scoring the instrument, the length of the instrument, the availability of parallel of alternate forms, and the advisability of individual or group administration.

Part III: Cultural and Linguistic Review Procedures

The goal of the analyses perfomed by the cultural and linguistic review panel was to identify the areas of bias which cause a test to discriminate unfairly against members of specific cultures. Panel members used a 4-point scale accompanied by narrative comments to rate the cultural and linguistic appropriateness of instrument directions, vocabulary, illustrations, item content, format, and suggested administration procedures. We have summarized these narrative comments in the cultural and linguistic information section of each instrument review.

Panel members felt that there was some degree of bias inherent in all assessment instruments. The panel further recognized that a relatively unbiased instrument, inappropriately administered, could yield biased results. All panel members concurred in the following suggestions that: (a) instruments be used only to measure the objectives they purport to measure; (b) instruments be used only with the linguistic and cultural groups for which they were developed; (c) test administrators be selected who are sensitive to the cultural differences of the students being assessed and who are able to establish rapport with these students; and (d) multiple means of assessment be explored to assess each child's repertoire of concepts and skills.

Important features of the cultural and linguistic review process included the following:

- A panel of geographically diverse experts in bilingual education reviewed all instruments for cultural and linguistic appropriateness.
- Reviewers participated in a three-day training session and working conference.
- All instruments were reviewed by a native speaker of the dialect spoken by students for whom the instrument was intended.
- Guide authors obtained second reviews for instruments that received extremely high or extremely low ratings during the first evaluation session.

Listed below, along with their affiliation at the time they reviewed instruments for this Guide, are the consultants who participated in this phase of the project.

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Part IV: Technical Review Procedures

The goal of the analyses performed by the technical review panel was to highlight the developmental and theoretical strengths and weaknesses of each assessment instrument included in the Guide. Reviewers commented in narrative form on the reliability and validity measures and on the scoring procedures which accompanied each instrument. In some cases reviewers were obliged to give low ratings to potentially good instruments because the instrument developers or distributors had not provided data to support their claims for technical excellence.

Major features of the technical review process included the following:

- Technical reviewers were all located at the American Institutes for Research and worked in sufficiently close proximity to assure the application of the same standards while reviewing all instruments.
- Guide authors obtained second reviews for instruments that received extremely high or extremely low ratings during the first evaluation.
- If an instrument had been reviewed in one of Buros' *Mental Measurements Yearbooks*, Guide reviews reflect the judgments appearing in that publication.

We are indebted to the following American Institutes for Research staff members for providing thoughtful, objective reviews of the instruments which appear in this Guide :

William V. Clemans
Vice President, American Institutes for Research
Former Director of the Test and Guidance Division and Vice President of the Education Systems Division of Science Research Associates

John C. Flanagan
Founder and Chairman of the Board of Directors, American Institutes for Research
Former Associate Director of the Cooperative Test Service of the American Council on Education and Director of the Aviation Psychology Program for the United States Army during World War II

William M. Shanner
Senior Research Fellow and Director of the Health and Education Behavior Research Group, American Institutes for Research
Former Director of Professional Services for the California Test Bureau and a former examiner for the Board of Examinations, University of Chicago

Marion F. Shaycoft
Principal Research Scientist and Director of the Psychometric and Educational Research Program, American Institutes for Research
Author of the *Guide to the Development, Evaluation, and Use of Criterion-Referenced Tests.* Palo Alto, California: American Institutes for Research, 1976.

For the reader's convenience, Appendix C contains a glossary of the technical terms used in this Guide.

INSTRUCTIONS FOR GUIDE USE

Within each of the seven language sections of the Guide, we have listed all assessment instruments which are designed for students of that language group. The language sections, in order of appearance, are: CHINESE, FRENCH, ITALIAN, NAVAJO, PORTUGUESE, SPANISH, and TAGALOG. Within each of the language sections, we have listed instruments in alphabetical order by assessment area. The assesment areas, in order of appearance, are as follows: LANGUAGE DOMINANCE, NATIVE LANGUAGE PROFICIENCY, ENGLISH LANGUAGE PROFICIENCY, ACHIEVEMENT IN MATHEMATICS. ACHIEVEMENT IN SCIENCE, ACHIEVEMENT IN SOCIAL STUDIES AND ETHNIC STUDIES, ACHIEVEMENT IN MULTI-SUBJECT AREAS, ATTITUDE AND SELF-CONCEPT, LEARNING STYLES, and GENERAL ABILITY AND SCHOLASTIC APTITUDE.

- *Should you wish to read about a particular assessment instrument,* consult Appendix A, the COMPREHENSIVE INDEX. Here you will find an alphabetical list of all instruments considered for Guide inclusion. If the Guide contains an in-depth review of this instrument, the comments column of the Index will refer you to the appropriate language section. If the Guide does not contain an in-depth review of this instrument, the comments column will provide you with a brief explanation of the rationale behind this decision.

- *Should you know the name of the developer or distributor of a specific instrument, but not the title,* consult Appendix B, the SOURCE INDEX. This index contains three sections in which we have grouped instruments developed or distributed by INDIVIDUAL SOURCES, NON-COMMERCIAL PUBLISHERS, and COMMERCIAL PUBLISHERS. The names and addresses of developers and distributors are listed alphabetically in the INDIVIDUAL SOURCES and COMMERCIAL PUBLISHERS sections. The names and addresses of NON-COMMERCIAL PUBLISHERS are listed in alphabetical order by state and city. Following all United States listings are sources located outside the continental United States. Once you have found the title of the instrument you wish to read about, consult Appendix A, the COMPREHENSIVE INDEX, for the location of the instrument reviewed or for comments regarding the instrument.

- *Should you wish to locate an assessment instrument for a specific purpose,* consult the TABLE OF CONTENTS. To facilitate the use of this Guide, note that each of the seven languages it covers has been given an identifying number (for example, Chinese, 1; French, 2; Italian, 3, etc.). This number is shown both in the TABLE OF CONTENTS and on the title page of each subdivision within the appropriate language sections. Using these numbers as a guide, the user will be able to turn to the desired section quickly and conveniently.

- *Instruments designed to assist in student placement in bilingual programs are located in the areas of* LANGUAGE DOMINANCE, NATIVE LANGUAGE PROFICIENCY, ENGLISH LANGUAGE PROFICIENCY, ATTITUDE AND SELF-CONCEPT, LEARNING STYLES, and GENERAL ABILITY AND SCHOLASTIC APTITUDE.

- *Instruments designed to assist in diagnosing student educational needs for the purpose of program prescription* are located in the areas of NATIVE LANGUAGE PROFICIENCY, ENGLISH LANGUAGE PROFICIENCY, ACHIEVEMENT IN MATHEMATICS, ACHIEVEMENT IN SCIENCE, ACHIEVEMENT IN SOCIAL STUDIES AND ETHNIC STUDIES, ACHIEVEMENT IN MULTI-SUBJECT AREAS, ATTITUDE AND SELF-CONCEPT, and LEARNING STYLES.

- *Instruments designed for summative evaluation of program or individual student achievement* are located in the areas of NATIVE LANGUAGE PROFICIENCY, ENGLISH LANGUAGE PROFICIENCY, ACHIEVEMENT IN MATHEMATICS, ACHIEVEMENT IN SCIENCE, ACHIEVEMENT IN SOCIAL STUDIES AND ETHNIC STUDIES, ACHIEVEMENT IN MULTI-SUBJECT AREAS, and ATTITUDE AND SELF-CONCEPT.

Language Dominance

English Language Proficiency
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF CHINESE

1977 — MARYSVILLE TEST OF LANGUAGE DOMINANCE — Revised

Descriptive Information

Purpose: To determine whether a student's dominant language is Chinese or English and to provide information about the student's background.

Score Interpretation: This instrument yields raw scores in Chinese and English which may be compared to determine the language in which a student functions best.

Grade Range: K-5

Target Ethnic Group: Chinese (see also Spanish and Tagalog entries)

Administration Time: Approximately 40 minutes; not timed

Administrator Requirements: The administrator should be proficient in the language in which the instrument is being administered.

Author: Eleanor Thonis

Source: Marysville Reading-Learning Center, Marysville Joint Unified School District, 11th and Powerline, Olivehurst, California 95961

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This diagnostic, structured interview guide consists of parallel forms in English and Chinese which are designed to assess a student's listening, speaking, reading, and writing skills. There are 60 items on each form. Instructions are given orally. Students respond orally, in writing, or by performing specific tasks on command. Answers are hand scored. Individual administration is required.

Technical Information

This instrument has been used with an unspecified number of Chinese students in northern California. Reviewers were unable to comment on the psychometric characteristics of this instrument because norms and reliability and validity measures were not available. The author claims face validity for this instrument based on teacher judgment and on the selection of test items that appeared to be familiar to every child. The author has stated that this test is neither a rigorous research tool nor a precision instrument which purports to measure levels of language competency. It is a preliminary screening device which should be used in conjunction with other assessment instruments when scores in English and Chinese are relatively equal. Reviewers felt that the instructions to the administrator were clearly written and easy to use.

Cultural and Linguistic Information

Chinese

Reviewers found the procedures, directions, item content, vocabulary, and format to be culturally and linguistically appropriate for Chinese students in grades K-5. However, reviewers commented that the directions were written in a fairly formal style of Chinese and might not be understood by some speakers. They also felt that some items, such as those asking the student if he would like to be a teacher, a lawyer, or a musician, reflected very traditional values.

14

Language Dominance
English Language Proficiency
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF CHINESE

1975 — CASO TEST FOR NON-ENGLISH-SPEAKING STUDENTS

Descriptive Information

Purpose: To assess a student's knowledge of oral and written English.

Score Interpretation: This instrument yields subtest and total raw scores. The author recommends comparing the average scores of a small number of English-monolingual students with scores of the non-English-speaking students.

Grade Range: 3-8 (reviewed for grades 3-6)

Target Ethnic Group: General (reviewed for Chinese; see also French, Italian, and Spanish entries)

Administration Time: Part I, 40 minutes maximum; Part II, 40 minutes maximum; Part III, 30 minutes maximum; timed.

Administrator Requirements: The administrator should be proficient in English.

Author: Adolph Caso

Source: Waltham Public Schools, Waltham, Massachusetts 02154

Cost: Not specified.

This diagnostic placement instrument is composed of 3 sections which measure a student's skills in aural comprehension and verbalization, written comprehension and composition, reading, and oral and written creativity. There are 60 items in Part I (Phonetics), 30 items in Part II (Comprehension), and 30 items in Part III (Picture Generating Response). Students respond orally and in writing. Answers are hand scored. Individual and group administration are required.

Technical Information

The author field tested this instrument twice with over 200 non-English-speaking students, including approximately 100 French Canadians, 60 Spanish-speaking Puerto Ricans, 45 Italians, and 30 limited-English speakers from other countries. Reviewers were unable to evaluate the psychometric characteristics of this instrument because it has not been normed and no validity or reliability studies have been conducted. Reviewers felt that the administrator's manual was clearly written and easy to use, but that it lacked information on scoring procedures and guidelines for score interpretation.

Cultural and Linguistic Information

Chinese

Reviewers found that the directions, item content, vocabulary, illustrations, format, and procedures were suitable for English-speaking Chinese children in grades 3-6. They emphasized, however, that the instrument was generally inappropriate for Chinese students of limited-English-speaking ability. Reviewers stressed that the directions were only given in English, that the test was timed, and that the small print would be very difficult for students learning the Roman alphabet to decipher. Reviewers also commented that the illustrations and item content were unrelated to the cultural experience of Chinese children.

1971 — SWCEL TEST OF ORAL LANGUAGE PROFICIENCY

Descriptive Information

Purpose: To assess a student's competence in oral English.

Score Interpretation: This instrument provides 3 partial scores which are combined to yield a total diagnostic placement score. Scores indicate a student's degree of mastery of specific skills.

Grade Range: Pre K-4 (reviewed for grades K-4)

Target Ethnic Group: General (reviewed for Chinese; see also Navajo and Spanish entries)

Administration Time: Approximately 25 minutes; not timed.

Administrator Requirements: An 8-day training session arranged by SWCEL is mandatory.

Authors: Southwestern Cooperative Educational Laboratory (SWCEL)

Source: Southwestern Cooperative Educational Laboratory, Inc., 229 Truman N.E., Albuquerque, New Mexico 87108

Cost: Training session tuition, which includes the purchase of a test kit, costs $250.00 per tester. If SWCEL sends a team to test and score the results, the cost is $10.00 per student. A set of 500 score sheets costs $12.50. Machine scoring costs $2.00 per student.

This diagnostic instrument includes 83 items designed to assess pronunciation, vocabulary, and sentence production in terms of grammatical and contextual correctness. Instructions are given orally in English, and manipulatives and pictorial stimuli are used. Students respond orally, and answers are hand or machine scored. Individual administration is required.

Technical Information

This instrument has been used with an unspecified number of Apache, Chinese, Mexican-American, Navajo, Pueblo, and Vietnamese students from 4 to 9 years of age. Reviewers found the split-half reliability coefficient of .91 and the test-retest reliability coefficient of .91 to be very adequate for the purposes proposed for the test. Reviewers considered the test's face and construct validity measures to be acceptable. Although this instrument is not systematically developed to be a domain- or objective-referenced test, reviewers felt it sampled well the areas of vocabulary, pronunciation, and sentence structure. Reviewers felt that the examiner's manual was acceptable but commented that more specific information regarding the total testing environment should have been provided.

Cultural and Linguistic Information

Chinese

Reviewers felt that the format was culturally appropriate for Chinese-American students in grades K-4. They noted that if the child were a limited-English speaker, test directions given only in English might inhibit performance. Reviewers felt that the item content, vocabulary, and illustrations, although appropriate, were too simplistic for 8- to 9-year-old children and not relevant to their experience outside the school environment. Reviewers also commented that the test vocabulary was formal and not of a type commonly heard by children from limited-English-speaking families.

Language Dominance
English Language Proficiency

Achievement in Multi-Subject Areas

Attitude and Self-Concept
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF CHINESE

1970 – CALIFORNIA ACHIEVEMENT TESTS (CAT) – Levels II and III, Form A

Descriptive Information

Purpose: To assess a student's achievement in reading, mathematics, and language.

Score Interpretation: This instrument yields percentile rank, grade equivalent, achievement development, and stanine scores. "Debiased" norms and scoring key are also available.

Grade Range: 1-12: Level I, grades 1.5-2.9; Level II, grades 2-4.9; Level III, grades 4-6.9; Level IV, grades 6-9.9; Level V, grades 9-12.9 (reviewed for grades 2-6)

Target Ethnic Group: General (reviewed for Chinese; see also Navajo and Spanish entries)

Administration Time: Level II, 123 minutes; Level III, 152 minutes; timed.

Administrator Requirements: Not specified.

Authors: Ernest W. Tiegs and Willis W. Clark

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: Machine- and hand-scored editions cost from $12.59 to $21.00 for 35 test booklets with examiner's manuals. A multi-level examination kit is available for $10.00.

This achievement test has 5 overlapping levels with alternate forms, A and B. The batteries at each level measure vocabulary and reading comprehension; mathematics computation, concepts, and problems; and language mechanics, usage, structure, and spelling. There are 318 items in Level II and 343 items in Level III. Students respond by marking separate answer sheets. Answers are hand or machine scored. Group administration is appropriate.

Technical Information

The U.S. Office of Education conducted a restandardization of the reading and mathematics subtests of Levels II and III, Form A, of this instrument with 9000 students, of whom 60% were Black, 21% were Hispanic, 15% were White, and 3% were classified as Other. A panel of 11 judges, including 1 Asian-American, 1 American Indian, and 4 Hispanic educators, located potentially biased items. ERIC Document #101-017 provides a review of the statistical and item content analyses conducted. It also contains an annotated list of potentially biased items, a table converting raw scores to percentile ranks, and a table converting school means to percentile ranks. Both tables are tied to the raw scores on the original CAT and on the debiased instrument. Reviewers felt that the administrator's manual was well written and easy to use.

Cultural and Linguistic Information

Chinese

The reviewers found the directions, item content, vocabulary, illustrations, and procedures to be acceptable for English-speaking Chinese-American students in grades 2-6. The reviewers cautioned that if students were not very familiar with written English, the format of the punctuation sections might be confusing. They also felt the formats of the mathematics and language subtests in Level II were crowded. Reviewers commented that the reading subtest content in Level II did not relate to the Chinese-American experience.

1974 – COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) – Levels A-C, 1 and 2, Form S (Reading, Language, and Mathematics Sections)

Descriptive Information

Purpose: To assess a student's basic skills in reading, language, and mathematics.

Score Interpretation: This instrument yields percentiles, stanines, grades equivalents, and expanded standard scores.

Grade Range: K-12: Level A, K-1.3; Level B, K.6-1.9; Level C, 1.6-2.9; Level 1, 2.5-4.9; Level 2, 4.5-6.9; Level 3, 6.5-8.9; Level 4, 8.5-12.9 (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Chinese; see also Navajo, Spanish, and Tagalog entries)

Administration Time: Levels A and B, 3 hours; Level C, 3.75 hours; Levels 1 and 2, 4 hours; timed.

Administrator Requirements: Not specified.

Author: CTB/McGraw-Hill

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: A package of 35 test booklets and 1 examiner's manual costs $18.20 (machine-scorable version) or $11.90 (hand-scorable version). A multi-level examination kit costs $12.00.

This achievement instrument consists of overlapping levels designed to assess pre-reading and reading comprehension skills, language mechanics, spelling, and mathematics computation, concepts, and applications. There are 168 items on Level A, 174 items on Level B, 266 items on Level C, 337 items on Level 1, and 336 items on Level 2. Items are read aloud by the administrator or silently by students. For Levels A-C and 1, students respond by marking in machine- or hand-scorable booklets. Separate answer sheets are available for Levels 1-4. Group administration is appropriate.

Technical Information

The publishers subjected the CTBS Form S to statistical debiasing procedures and to debiasing by a panel of experts. The U.S. Office of Education sponsored further bias studies on the reading, language, and mathematics sections of this test. For these studies, a panel including Asian, Mexican-American, and American Indian educators evaluated items which appeared to be statistically biased against certain ethnic groups and concluded that the majority of these items were not biased.* Guide reviewers found the administrator's manuals clearly written and easy to use.

Cultural and Linguistic Information

Chinese

Reviewers found the directions, format, and procedures culturally- and linguistically appropriate for Chinese-American students in grades K-6 who are familiar with middle-class American culture. They commented that the item content, vocabulary, and illustrations were unrelated to Chinese culture, rendering the test unsuitable for many Chinese students. Reviewers commented that the language sections may be unusually difficult for Chinese students because of the dissimilarity between Chinese and English grammatical structures.

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* Hoepfner, R., and Christen, F., **Measures of Academic Growth,** Santa Monica, California: System Development Corporation and RMC Research Corporation, 1976.

1976 — METROPOLITAN READINESS TESTS — Levels I and II, Forms P and Q

Descriptive Information

Purpose: To assess, in English, a student's readiness for instruction.

Score Interpretation: This instrument yields raw scores which can be converted to percentile ranks, stanines, and performance ratings.

Grade Range: K-1: Level I, grades K-K.5; Level II, grades K.6-1.0

Target Ethnic Group: General (reviewed for Chinese; see also Navajo and Spanish entries)

Administration Time: Approximately 100 minutes for each level. This includes a 15-minute practice test and a 5-minute optional copying test.

Administrator Requirements: The administrator should be a trained teacher familiar to the child.

Authors: Joanne R. Nurss and Mary E. McGauvran

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: A specimen set for each level, which includes a teacher's manual, a hand-scorable test booklet, and a parent-teacher conference report form, costs $3.95. Additional hand-scorable booklets cost $11.75 for a package of 35.

This norm-referenced instrument measures auditory, visual, language, and quantitative abilities. Level I contains 10 practice items and 76 test items. Level II contains 11 practice items and 97 test items. Instructions are given orally in English. Students respond by marking test booklets, which are hand or machine scored. Group administration is appropriate with up to 10 students in each group.

Technical Information

The publishers collected normative data in fall and spring, using samples of 30,031 and 19,587 students, respectively, in grades K and 1. Approximately 1.5% of these students were Asian. The students came from different communities, geographic regions, and socioeconomic levels. The publishers also report that Level II, Form P, was analyzed for bias with a sample of 4441 first-graders, including 123 Asian children. Reviewers commented that the statistical techniques which the publisher used to remove cultural bias from this instrument appeared to be adequate. According to **The Seventh Mental Measurements Yearbook** (Buros, 1972), the split-half reliability coefficients, ranging from .79 to .90, also appeared to be adequate. Reviewers indicated that the content, concurrent, and predictive validity measures were acceptable. Reviewers commented that there was a high correlation between scores on this instrument and teacher judgment, and that the instrument appeared to be appropriate for assessing reading readiness. Reviewers gave the administrator's manual an excellent rating because it was clearly written and easy to use.

Cultural and Linguistic Information

Chinese

The directions, vocabulary, and procedures were found to be culturally and linguistically appropriate only for Chinese-American students whose dominant language is English. The reviewer commented that some of the illustrations were too small and abstract.

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF CHINESE

1974 – ELEMENTARY STUDENTS ATTITUDE TEST

Descriptive Information

Purpose: To assess a student's self-concept.

Score Interpretation: This instrument yields a total score which shows the number of positive responses made by each student.

Grade Range: K-6

Target Ethnic Group: Chinese (see also Spanish entry)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in the Chinese dialect used by the students.

Author: Bilingual Education Project, William Land School

Source: Bilingual Education Project, William Land School,
2120 12th Street, Sacramento, California 95818

Cost: Not specified.

Parallel English, Chinese, Spanish, and Japanese versions of this 14-item questionnaire assess students' attitudes toward themselves, their homes, their school, and their community. The examiner asks all questions orally. Students respond by marking a smiling face (yes) or a frowning face (no). Answers are hand scored. Group administration is appropriate.

Technical Information

Since 1974, approximately 500 Chinese students in grades K-6 have used this instrument. The students were from an urban, low-income area in California. The authors stated that they conducted a preliminary reliability study by examining the correlation between the pre- and posttest scores of 27 students. Reviewers commented that this procedure would not insure reliability because a change in scores would be expected to take place over the 7-month period between testing sessions. In addition, reviewers felt that the reliability coefficient of .35 was extremely low. Although the authors stated that the test items had been validated by several resource teachers, reviewers noted that the test developers could have documented these validation procedures more thoroughly. Reviewers felt that the instructions to the examiner were clear.

Cultural and Linguistic Information

Chinese

Reviewers felt that items asking students to assess their own capabilities and to assess their parents' attitudes were culturally inappropriate for traditional Chinese children. In addition, reviewers felt that some of the vocabulary was too formal and that the student directions should be given in Chinese.

NOTES

In the following areas, no instruments were located for native speakers of Chinese:

CHINESE LANGUAGE PROFICIENCY

ACHIEVEMENT IN MATHEMATICS

ACHIEVEMENT IN SCIENCE

ACHIEVEMENT IN SOCIAL STUDIES AND ETHNIC STUDIES

LEARNING STYLES

GENERAL ABILITY AND SCHOLASTIC APTITUDE

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF FRENCH

EXAMEN DE LA LECTURE FRANÇAISE – Levels K, II, and III

Descriptive Information

Purpose: To assess pre-reading and reading achievement in French.

Score Interpretation: This instrument yields raw score totals.

Target Ethnic Group: French-American

Grade Range: Pre K-4: each level corresponds to 1 grade level (reviewed for grades K, 2, and 3; see also Comprehensive Index for Levels I and IV)

Administration Time: Levels K and II, 60 minutes each; Level III, 2 hours; not timed.

Administrator Requirements: The administrator should be proficient in French.

Author: Bilingual Center, City School District #17, Brooklyn, New York

Source: Director, Bilingual Center, City School District #17, 960 Prospect Place, Brooklyn, New York 11213

Cost: Not specified.

These criterion-referenced tests, modeled after, but not translated from, the METROPOLITAN ACHIEVEMENT TESTS, measure beginning reading skills in Level K and vocabulary development and reading achievement in Levels II and III. There are 45 items on Level K, 88 items on Level II, and 95 items on Level III. The administrator gives oral instructions in French. Students respond by marking answers in test booklets, which are hand scored. Group administration is appropriate.

Technical Information

The source indicated that since 1972, 240 Haitian students whose native language was French-Creole and 60 English-dominant students in grades Pre K-4 have used these instruments in New York City. Although criterion performance objectives are available in the district's Title VII proposal, they were unavailable for review. The source indicated that these instruments have been good predictors of student performance and that test results have compared favorably with teacher evaluations and student work folders. Reviewers were unable to comment on the psychometric characteristics of this instrument because reliability and validity studies have not been conducted. However, they indicated that these tests appear to be well constructed. Although administration instructions are provided, no directions for scoring student responses are included.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, and illustrations culturally and linguistically appropriate for French-American students, especially for first generation Creole-Americans in grades K, 2, and 3. They noted that the item content reflects the French Creole culture and a French pedagogical approach. While reviewers felt that the format was generally acceptable, they suggested that fewer items be placed on each page and that the print be larger. They also remarked that the time allotment should be indicated in the instructions and that the tests seemed to be quite long for students in grades K, 2, and 3.

1972 – FRENCH LANGUAGE ARTS TEST – Levels I-V

Descriptive Information

Purpose: To assess oral comprehension skills in French.

Score Interpretation: This instrument yields raw scores with minimum performance standards given for each objective.

Grade Range: 1-5: each test level corresponds to one grade level.

Target Ethnic Group: French-American

Administration Time: From 30-60 minutes; paced.

Administrator Requirements: The administrator should be proficient in French and English.

Author: The Bilingual Program Staff of Iberia Parish

Source: ESEA Title VII French Bilingual Program, Iberia Parish School Board, Route B, Box 390-B (NAS), New Iberia, Louisiana 70560

Cost: This test is available at no charge and may be duplicated at the user's expense.

Each level of the FRENCH LANGUAGE ARTS TEST has been designed to assess the mastery of specific listening comprehension and oral vocabulary skills. Procedural instructions are given orally in English, but test item stimuli are given orally in French. Students respond by marking appropriate pictures in their test booklets. Answers are hand scored. Group administration is required.

Technical Information

This instrument has been used with approximately 1400 students of French ethnicity from low-income families in rural Louisiana. These students generally had a passive knowledge of Cajun French, and were learning standard French as a Second Language. No norms, reliability, or validity measures are available for the FRENCH LANGUAGE ARTS TESTS. Reviewers felt that the objectives given for this criterion-referenced type of test were quite arbitrary since no external criteria for objective selection were specified. Reviewers did, however, feel that the instrument was acceptable as a teacher-made test and suggested local use until more rigorous validation procedures are done. This instrument comes with directions to students, but there is no examiner's manual.

Cultural and Linguistic Information

Reviewers gave low ratings to the student directions since no specific instructions for marking the booklet are given, no practice examples are included, and test items are not numbered in the booklet or in the directions. Reviewers commented that all content items assess a low level of aural comprehension and that items reflect standard French usage as opposed to French-American usage. For example, **pommes de terre** is used instead of **patate.** Reviewers also remarked upon such incongruous illustrations as a snowman wearing a flower and a series of isolated pictures of faces which students are asked to identify as **familial members.**

1973 – TEST D'ACQUISITION DU FRANÇAIS/ ARTS DU LANGAGE – Levels K-VI

Descriptive Information

Purpose: To assess a student's mastery of French language arts skills.

Score Interpretation: This instrument yields raw score totals, which are to be converted to percentage scores.

Grade Range: K-7: Each Level corresponds to 1 grade level (reviewed for grades K-6)

Target Ethnic Group: French-American (reviewed for Cajun French)

Administration Time: Approximately 60 minutes; paced.

Administrator Requirements: The administrator should be proficient in French.

Author: St. Martin Parish Bilingual Education Program

Source: Bilingual Education Program, St. Martin Parish, 111 Courville Street, Breaux Bridge, Louisiana 70517

Cost: Each student booklet costs $.75.

These diagnostic instruments measure listening, reading, and writing skills in French. There are 21 items on Level K; 53 items on Level I; 80 items on Level II; 68 items on Level III; 75 items on Level IV; 80 items on Level V; and 65 items on Level VI. Instructions are given orally in French. Students respond by marking or writing in answer booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

Approximately 12,000, 5- to 12-year-old children with a passive knowledge of Cajun French have used this instrument. Reviewers were unable to comment on the psychometric characteristics of the instrument because reliability and validity studies had not been conducted. Although the authors provided criterion performance standards for each level of this test, reviewers commented that no behavioral objectives were available for review. Reviewers gave high ratings to the administrator's manuals, which they felt were clearly written and easy to use.

Cultural and Linguistic Information

Reviewers gave the directions, item content, vocabulary, illustrations, format, and procedures consistently excellent ratings in the areas of cultural and linguistic appropriateness.

1973 – TEST DE LECTURE – INTERAMERICAINE – Level II, Pretest

Descriptive Information

Purpose: To assess French reading achievement.

Score Interpretation: This instrument yields raw score totals. The publisher suggests that local norms be developed.

Grade Range: 2-3

Target Ethnic Group: French

Administration Time: Approximately 30 minutes; timed.

Administrator Requirements: The administrator should be proficient in French.

Author: Herschel T. Manuel. Translated by the International Center for Research on Bilingualism, Laval University, Quebec, Canada.

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: Each package of 20 tests, including instructions for scoring and directions for administration, costs $9.00.

This achievement test is a translation of one of the Inter-American tests of reading comprehension, reading speed, and vocabulary. There are 110 items. Instructions are given orally in French. Students respond by marking drawings or words in the test booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

Since 1973, French-speaking students in New York State and Canada have been using this test. Norms and reliability and validity measures are not available. The publisher will supply information regarding the preparation of local norms. Reviewers found the administrator's manual to be clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the format to be culturally appropriate for use with French-American students in grades 2-3. They also found the suggested testing procedures to be acceptable, but felt that the test was much too wordy for the time allotted. Reviewers noted that the directions and vocabulary were generally appropriate for French-American students in grades 2-3, although they contained such French-Canadian expressions as **table de travail** for **pupitre** and **repliez-la** for **pliez en deux.** Reviewers felt that test items were often developed around French-Canadian, rather than French-American, cultural customs. For example, one item alludes to the French-Canadian custom of giving gifts at New Year's, rather than at Christmas. Reviewers felt that several items were either ambiguous or based on assumptions or prior knowledge. As a result, there were often 2 or 3 possible correct answers for a given question. Finally, reviewers felt that many of the illustrations were outdated, out of proportion, or ambiguous

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF FRENCH

1975 — CASO TEST FOR NON-ENGLISH-SPEAKING STUDENTS

Descriptive Information

Purpose: To assess a student's knowledge of oral and written English.

Score Interpretation: This instrument yields subtest and total raw scores. The author recommends comparing the average scores of a small number of English-monolingual students with scores of the non-English-speaking students.

Grade Range: **3-8** (reviewed for grades 3-6)

Target Ethnic Group: General (reviewed for French; see also Chinese, Italian, and Spanish entries)

Administration Time: Part I, 40 minutes maximum; Part II, 40 minutes maximum; Part III, 30 minutes maximum; timed.

Administrator Requirements: The administrator should be proficient in English.

Author: Adolph Caso

Source: Adolph Caso, Waltham Public Schools, Waltham, Massachusetts 02154

Cost: Not specified.

This diagnostic placement instrument is composed of 3 sections which measure a student's skills in aural comprehension and verbalization, written comprehension and composition, reading, and oral and written creativity. There are 60 items in Part I (Phonetics), 30 items in Part II (Comprehension), and 30 items in Part III (Picture Generating Response). Students respond orally and in writing. Answers are hand scored. Individual and group administration are required

Technical Information

The author field tested this instrument twice with over 200 non-English-speaking students, including approximately 100 French Canadians, 60 Spanish-speaking Puerto Ricans, 45 Italians, and 30 limited-English speakers from other countries. Reviewers were unable to evaluate the psychometric characteristics of this instrument because it has not been normed and no validity or reliability studies have been conducted. Reviewers felt that the administrator's manual was clearly written and easy to use, but that it lacked information on scoring procedures and guidelines for score interpretation.

Cultural and Linguistic Information

French

Reviewers felt that the directions, item content, vocabulary, illustrations, format, and procedures were suitable for English-speaking French children in grades 3-6. Reviewers stressed that the directions were only given in English, that the test was timed, and that the small print could be difficult for students to decipher. Reviewers also noted such spelling errors as **pealing** instead of **peeling** and errors in grammar and usage.

1972 — ENGLISH PHONEMIC UNIT PRODUCTION TEST (REVISED) — Forms A and B

Descriptive Information

Purpose: To measure a student's ability to produce English sounds that are difficult for non-native speakers and that are judged essential for speaking English well.

Score Interpretation: This instrument yields raw scores expressed as 0 (no reponse), 1 (poor), or 2 (good).

Grade Range: K-College (reviewed for grades K-6)

Target Ethnic Group: French-American (see also Navajo and Spanish entries)

Administration Time: 8 minutes per form; timed.

Administrator Requirements: Not specified.

Author: Rudolph V. Skoczylas

Source: Rudolph V. Skoczylas, 7649 Santa Inez Court, Gilroy, California 90520

Cost: Scoring sheets, instructions for Forms A and B, and a set of 20 tests cost $2.50. Each cassette tape recording of instructions and items for tests A and B costs $4.00.

This diagnostic instrument measures English phonemic unit production. There are 36 items on each form. Items consist of short taped sentences which students listen to twice and then repeat aloud. Instructions are given orally. Responses are hand scored. Individual administration is required.

Technical Information

The author claims a test-retest reliability coefficient of .81 based on the use of this instrument with 63 English- and Spanish-speaking first-grade students in California and New Mexico. Reviewers felt that this test-retest reliability claim was unacceptable because the 6-month interval between testing sessions was too long and because no French speakers were included in the sample. This instrument was validated by a panel of bilingual educators who based their comments on contrastive analysis procedures and on empirical evidence provided by experienced ESL teachers. To determine student performance, the test administrator must judge how closely the child's pronunciation approximates that of a native speaker. However, no administrator qualifications are included with the test, and instructions for administering and scoring the test are minimal.

Cultural and Linguistic Information

French

Reviewers found the vocabulary, item content, format, directions, and procedures to be culturally and linguistically appropriate for French-American students in grades K-6.

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF FRENCH

1973 — TEST D'ACQUISITION DU FRANÇAIS — MATHEMATIQUES, Revised — Levels K-VI

Descriptive Information

Purpose: To assess mathematics skills in French.

Score Interpretation: This instrument yields raw score totals which are to be converted to percentage scores.

Grade Range: K-7: each level corresponds to one grade level (reviewed for grades K-6)

Target Ethnic Group: French-American

Administration Time: Approximately 60 minutes; paced.

Administrator Requirements: The administrator should be proficient in French.

Author: St. Martin Parish Bilingual Education Program

Source: Bilingual Education Program, St. Martin Parish, 111 Courville Street, Breaux Bridge, Louisiana 70517

Cost: Each student booklet costs $.75.

These diagnostic instruments measure a student's mastery of mathematical concepts and computation skills. There are 22 items on Level K, 47 items on Level I, 52 items on Level II, 66 items on Levels III and IV, respectively, 70 items on Level V, and 60 items on Level VI. Instructions are given orally in French. Students respond by marking or writing in answer books. Answers are hand scored. Group administration is appropriate.

Technical Information

Approximately 12,000 5- to 12-year-old children with a passive knowledge of Cajun French have used this instrument. Reviewers were unable to comment on the psychometric characteristics of the instrument because reliability and validity studies had not been conducted. Although the authors provided criterion performance standards for each level of this test, reviewers commented that no behavioral objectives were available for review. Reviewers gave high ratings to the administrator's manuals, which they felt were clearly written and easy to use.

Cultural and Linguistic Information

Reviewers gave the directions, item content, vocabulary, illustrations, format, and procedures consistently excellent ratings in the areas of cultural and linguistic appropriateness. They felt that, although the test was designed for students in Louisiana, it would be equally appropriate for use with French-American students in other regions of the United States.

French Language Proficiency
English Language Proficiency
Achievement in Mathematics

Achievement in Multi-Subject Areas

Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF FRENCH

1976 — BERLIN-NORTH COUNTRY FRENCH OBJECTIVES AND TESTS — Levels I-III

Descriptive Information

Purpose: To assess achievement in French language arts and mathematics.

Score Interpretation: This instrument yields a raw score total which indicates a student's degree of mastery of specific objectives.

Grade Range: 1-3: Level I, grade 1; Level II, grade 2; and Level III, grade 3

Target Ethnic Group: French-American

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in French.

Authors: Marie-Thérèse Bicard, Phyllis Hagel, and Claude Ouellette

Source: Berlin-North Country Bilingual Education Program, School Street, Berlin, New Hampshire 03570

Cost: Not specified.

This objective-referenced instrument assesses listening comprehension, speaking, reading, writing, and computation skills. Level I contains 15 items, Level II contains 31 items, and Level III contains 31 items. Instructions are given orally in French. Students respond orally and in writing. Answers are hand scored. Individual administration is required.

Technical Information

Approximately 150 French-American students in grades 1-3 have used this instrument in Berlin, New Hamphire. Students were from low-income families. Many of these students had a passive knowledge of the French dialect used in New Hampshire, and they were learning to speak standard French. Reviewers indicated that the items appeared to test mastery of specific curricular objectives, but that they would need further evidence in order to comment on the instrument's reliability and validity. Reviewers noted that the authors had not developed specific administration or score interpretation procedures.

Cultural and Linguistic Information

Reviewers felt that the test format and vocabulary were culturally and linguistically appropriate for French-American students in grades 1-3. They noted that several items referred to the mountains and rivers of Berlin, New Hampshire. There are no illustrations for this test.

1976 — FRENCH LANGUAGE TESTS OF BASIC CONCEPTS — Levels K-VI

Descriptive Information

Purpose: To assess, in French, basic concepts in language arts, reading, mathematics, social science, and science.

Score Interpretation: This instrument yields scores indicative of a student's degree of mastery of specific behavioral objectives.

Grade Range: K-6 (each level corresponds to one grade level)

Target Ethnic Group: French-American (reviewed for Cajun French)

Administration Time: From 25-45 minutes for each subject area subtest; paced.

Administrator Requirements: The administrator should be proficient in both French and English.

Authors: Joe McFadden, Jackie Fuselier, and the Lafayette Parish Title VII Bilingual Program Staff

Source: Lafayette Parish Bilingual Program, P.O. Box 156, Youngsville, Louisiana 70592

Cost: A sample test and instructions cost $2.50 per level and may be duplicated at the user's expense.

Each level of these objective-referenced achievement tests is composed of from 4 to 6 subtests designed to assess a student's skills in reading, mathematics, writing, science, and social studies. There are 5 items for each objective, and each level of this test measures from 14 to 27 objectives. Although directions to the student are in English, the test items are in French. The administrator reads some items aloud and students read others silently. Students respond by marking in test booklets. Answers are hand scored. Group administration with proctors is appropriate.

Technical Information

These tests were field tested in rural Louisiana with approximately 400 low-income students in grades K-6. Most of these children had a passive knowledge of Cajun French and were learning standard French as a second dialect. Reviewers were unable to comment on the psychometric characteristics of this instrument because the authors did not report data on its reliability or validity. The authors established performance criteria arbitrarily rather than by relying on field-test norms. Reviewers noted that while these are not standardized criterion-referenced tests, they appear to be well-constructed teacher-made tests. Reviewers found the administrator's manual to be clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, and procedures to be acceptable for use with Cajun French speakers in grades K-6. They noted that illustrations were generally acceptable, although several pictures, especially on Level IV, did not clearly depict the actions described. Reviewers felt that the math sections were appropriate for use by any French-speaking group, but they expressed doubt about the general applicability of some of the other sections.

1976 — TEST D'ACQUISITION DU FRANÇAIS — Levels I, II, and III

Descriptive Information

Purpose: To assess, in French, a student's language arts and mathematics skills.

Score Interpretation: This instrument yields raw score totals.

Grade Range: K-5: Level I, grade 1; Level II, grade 2; and Level III, grade 3 (reviewed for grades 1-3)

Target Ethnic Group: French-American (reviewed for Cajun French)

Administration Time: Approximately 60 minutes per level. The reading section is timed and the oral section is paced.

Administrator Requirements: The administrator should be proficient in French and English.

Author: Evangeline Parish Bilingual Program

Source: Bilingual Education Program, Evangeline Parish, 607 Evangeline Drive, Ville Platte, Louisiana 70586

Cost: One copy of this instrument may be purchased for a nominal preparation charge and duplicated at the user's expense.

This achievement instrument measures a student's mastery of listening, reading, and mathematics skills. There are 55 items on Level I, 65 items on Level II, and 72 items on Level III. Instructions on how to take the test are given orally in English. Test questions are administered orally in French. Students respond by writing or marking in answer booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

Approximately 800 5- to 12-year-old students with a passive knowledge of Cajun French have used this instrument in rural Louisiana. Reviewers were unable to evaluate the psychometric characteristics of this instrument because neither performance criteria nor specific behavioral objectives were available from the developers. Reviewers commented that the instructions to the administrator were difficult to use because they were not numbered and because they were not divided into distinct sections.

Cultural and Linguistic Information

Reviewers found the procedures, format, and illustrations to be culturally appropriate for French-American students in grades 1-3. They felt that the vocabulary section was actually a sentence-picture association subtest.

1969 — WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN — Forms A and B

Descriptive Information

Purpose: To assess a student's school readiness.

Score Interpretation: This instrument yields percentile rank scores.

Grade Range: Pre K-K (reviewed for grade K)

Target Ethnic Group: General (reviewed for French; see also Spanish entry)

Administration Time: Approximately 30 minutes; paced.

Administrator Requirements: The administrator should be proficient in French and English.

Author: Wanda Walker

Source: ERIC (ED 037-253), P.O. Box 190, Arlington, Virginia 22210

Cost: A microfiche copy of this instrument costs $2.00 and may be duplicated at the user's expense.

Forms A and B of this norm-referenced, non-verbal instrument may be used as pre- and posttest measures of a student's ability to identify similar and dissimilar shapes, to locate missing parts of a picture, and to count. Each form has 50 items which the test administrator reads aloud in French or English. Students respond by pointing to appropriate pictures. Answers are hand scored. Individual administration is required.

Technical Information

The author normed this instrument with 6662 students enrolled in Head Start and Day Care Centers in 50 states. The children were native French, English, and Spanish speakers from culturally and economically deprived families in urban and rural areas. Both forms of the test were correlated with 17 commonly used standardized readiness and I.Q. tests. Reviewers found the resultant validity coefficients of .48 for Form A and .53 for Form B to be moderate. Reviewers also found the correlations between teacher rankings of student readiness and student performance on this test to be moderate. The author claims split-half reliability coefficients of .87 for Form A and .53 for Form B. Reviewers commented that these reliability coefficients were good and that the items appeared to be well constructed. They gave the administrator's manual a high rating because the instructions were clearly stated and because the directions could be delivered with ease during a testing session.

Cultural and Linguistic Information

French

Reviewers felt that the directions, item content, vocabulary, illustrations, format, and procedures were culturally and linguistically appropriate for French-American kindergarten students.

NOTES

In the following areas, no instruments were located for native speakers of French:

LANGUAGE DOMINANCE

ACHIEVEMENT IN SCIENCE

ACHIEVEMENT IN SOCIAL STUDIES
AND ETHNIC STUDIES

ATTITUDE AND SELF-CONCEPT

LEARNING STYLES

GENERAL ABILITY AND SCHOLASTIC APTITUDE

Language Dominance

Italian Language Proficiency
English Language Proficiency
Attitude and Self-Concept
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF ITALIAN

1975 — BILINGUAL SYNTAX MEASURE (BSM) ITALIAN EDITION

Descriptive Information

Purpose: To measure syntactic proficiency by eliciting natural speech samples in Italian and English.

Score Interpretation: This instrument contains a Syntax Acquisition Index which places a child at 1 of 5 proficiency levels in English and Italian. Instructional suggestions are provided for each proficiency level.

Grade Range: K-2

Target Ethnic Group: General (reviewed for Italian; see also Spanish and Tagalog entries)

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Italian and English.

Authors: Marina K. Burt, Heidi C. Dulay, and Eduardo Hernández Chávez. Adapted by permission of the publisher. Translated by Rosemary Salomone Levy, Mary Malfi, and Anna Errante.

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: If the English Kit, including a Picture Booklet, a Manual, a Technical Handbook, 35 Child Response Booklets, and a Class Record Sheet, is purchased for $29.45, the publisher will provide a free copy of the Italian Child Response Booklet.

This diagnostic instrument has parallel forms in Italian and English which measure a student's command of basic grammatical structures regardless of his pronunciation or general knowledge. If both English and Italian versions are administered, the test may serve as a language dominance measure. The administrator asks the student 25 questions relating to 7 pictorial stimuli. Students respond orally; responses are recorded by the examiner and are hand scored. Individual administration is required.

Technical Information

The publishers were not able to supply information as to the number and ages of Italian students who have used this instrument. This edition has not been normed and reliability and validity data are not available. Although the Technical Handbook for the Spanish-English edition contains statistical information, the data are not meaningful for the Italian edition of the BSM. No administrator's manual is available in Italian, and reviewers found the directions to the examiner in the Italian Child Response Booklet to be somewhat unclear.

Cultural and Linguistic Information

Italian

Reviewers found the item content, vocabulary, format, and procedures culturally and linguistically appropriate for Italian students in grades K-2. Reviewers noted, however, that the directions to the administrator in the Child Response Booklet were less complete in Italian than in English. For example, when the examiner asks **Cosa sono quelle?,** there is no indication as to what picture this question refers. The English version says **Point to flowers — And what are those?**

Bilingual Educators may wish to use the following multi-purpose assessment instrument to assess a student's ITALIAN LANGUAGE PROFICIENCY. The instrument is reviewed on the page indicated below.

1975 – BILINGUAL SYNTAX MEASURE (BSM) – ITALIAN EDITION 35

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF ITALIAN

Language Dominance
Italian Language Proficiency

English Language Proficiency

Attitude and Self-Concept
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF ITALIAN

Bilingual Educators may wish to use the following multi-purpose assessment instrument to assess a student's ENGLISH LANGUAGE PROFICIENCY. The instrument is reviewed on the page indicated below.

1975 – BILINGUAL SYNTAX MEASURE (BSM) – ITALIAN EDITION 35

1975 – CASO TEST FOR NON-ENGLISH-SPEAKING STUDENTS

Descriptive Information

Purpose: To assess a student's knowledge of oral and written English.

Score Interpretation: This instrument yields subtest and total raw scores. The author recommends comparing the average scores of a small number of English-monolingual students with scores of the non-English-speaking students.

Grade Range: 3-8 (reviewed for grades 3-6)

Target Ethnic Group: General (reviewed for Italian; see also Chinese, French, and Spanish entries)

Administration Time: Part I, 40 minutes maximum; Part II, 40 minutes maximum; Part III, 30 minutes maximum; timed.

Administrator Requirements: The administrator should be proficient in English.

Author: Adolph Caso

Source: Adolph Caso, Waltham Public Schools, Waltham, Massachusetts 02154

Cost: Not specified.

This diagnostic placement instrument is composed of 3 sections which measure a student's skills in aural comprehension and verbalization, written comprehension and composition, reading, and oral and written creativity. There are 60 items in Part I (Phonetics), 30 items in Part II (Comprehension), and 30 items in Part III (Picture Generating Response). Students respond orally and in writing. Answers are hand scored. Individual and group administration are required.

Technical Information

The author field tested this instrument twice with over 200 non-English-speaking students, including approximately 100 French Canadians, 60 Spanish-speaking Puerto Ricans, 45 Italians, and 30 limited-English speakers from other countries. Reviewers were unable to evaluate the psychometric characteristics of this instrument because it has not been normed and no validity or reliability studies have been conducted. Reviewers felt that the administrator's manual was clearly written and easy to use, but that it lacked information on scoring procedures and guidelines for score interpretation.

Cultural and Linguistic Information

Italian

Reviewers felt that the directions, item content, vocabulary, illustrations, format, and procedures were suitable for English-speaking Italian children in grades 3-6. Reviewers stressed that the directions were only given in English, that the test was timed, and that the small print could be difficult for students to decipher. Reviewers also noted such spelling errors as **pealing** instead of **peeling** and errors in grammar and usage.

Language Dominance
Italian Language Proficiency
English Language Proficiency
Attitude and Self-Concept
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF ITALIAN

1975 — SELF-CONCEPT RATING SCALE

Descriptive Information

Purpose: To assess a student's self-concept.

Score Interpretation: This instrument yields a total score indicating low, moderate, or high self-concept.

Grade Range: Pre K-2 (reviewed for grades K-2)

Target Ethnic Group: Italian

Administration Time: Not specified.

Administrator Requirements: The rater should be the student's teacher or a member of his or her family.

Author: Jacqueline Allen; translated by Aurora O'Brian

Source: Special Improvements Program, Lawrence Public Schools, School #4, Wanser Avenue, Inwood, New York 11697

Cost: This instrument is available at no charge except postage expenses. It may be duplicated at the user's expense.

This diagnostic rating scale is designed to measure a student's self-assurance and ability to relate to others. The English and Italian versions of this instrument each contain 22 parallel items. The teacher records specific behaviors. (The rating items are not associated with the student's language performance.) Responses are hand scored. Students are rated individually at the beginning and end of the school year.

Technical Information

Normative data and information on the number and ages of the Italian-American students with whom this instrument has been used were unavailable. The author reports that all test items were rated and selected by a panel of Italian-English bilingual teachers and psychologists. Since inter-rater reliability studies have not been conducted, reviewers could not comment on the appropriateness of the instrument to measure self-concept. Reviewers noted that the scoring procedures were somewhat arbitrary, but gave the administrator's instructions an otherwise excellent rating.

Cultural and Linguistic Information

Reviewers felt that the directions, item content, vocabulary, and format were culturally and linguistically appropriate for use with Italian-American students in grades K-2.

NOTES

In the following areas, no instruments were located for native speakers of Italian:

ACHIEVEMENT IN MATHEMATICS

ACHIEVEMENT IN SCIENCE

ACHIEVEMENT IN SOCIAL STUDIES AND ETHNIC STUDIES

ACHIEVEMENT IN MULTI-SUBJECT AREAS

LEARNING STYLES

GENERAL ABILITY AND SCHOLASTIC APTITUDE

Language Dominance

Navajo Language Proficiency
English Language Proficiency
Achievement in Multi-Subject Areas
General Ability and Scholastic Aptitude
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF NAVAJO

1972 – NAVAJO-ENGLISH LANGUAGE DOMINANCE INTERVIEW

Descriptive Information

Purpose: To determine a student's dominant language.

Score Interpretation: This instrument yields a total score which can be converted to a 5-point scale ranging from 5 (Navajo Dominant) to 1 (English Dominant).

Grade Range: 1

Target Ethnic Group: Navajo

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: Two bilingual administrators are required. One administrator should be proficient in Navajo; the other should be proficient in English.

Authors: Bernard Spolsky and Wayne Holm

Source: Educational Testing Service, ETS Test Collection, Tests in Microfiche, Princeton, New Jersey 08540

Cost: A microfiche copy of this test costs $5.00.

This diagnostic interview guide contains 24 items which assess the language usage of Navajo students. The first section of the interview is given in Navajo, the second, in English, the third, in whichever language the student seems more proficient. Students respond orally, and answers are hand scored. Individual administration is required.

Technical Information

The authors have noted that this instrument should be used only to obtain a general assessment of a student's dominant language. In 1972, 194 Navajo first-grade students participated in a validation study of this instrument. All students were from rural reservation schools run by the Bureau of Indian Affairs in Arizona. Three pairs of bilingual judges interviewed these students, using the NAVAJO-ENGLISH LANGUAGE DOMINANCE INTERVIEW. The authors then compared the ratings of the judges with those of 17 different monolingual teachers who had rated these students independently. The authors noted a moderate correlation coefficient of .67 between these two sets of ratings. Reviewers were unable to evaluate the psychometric characteristics of this instrument because the authors were unable to provide information on test reliability. Reviewers did feel that the administrator's manual was acceptable because of the clarity of instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for use with Navajo children in grade 1. They commented that the questions were general and should be easy for students to answer. They felt that the introductory questions on clan identification and family members were especially culturally appropriate.

PRIMARY LANGUAGE INDICATOR TEST – NAVAJO-ENGLISH

Descriptive Information

Purpose: To assess a student's operational proficiency in understanding and speaking Navajo and English in order to determine the student's language dominance.

Score Interpretation: This instrument yields a raw score which may be related to suggested norms.

Grade Range: K-6

Target Ethnic Group: Navajo

Administration Time: There are no time limits for this test.

Administrator Requirements: The administrator should be proficient in Navajo and English.

Author: Donald L. Shutt

Source: Northern Arizona University, Department of Psychology, P.O. Box 6002, Flagstaff, Arizona 86001

Cost: Not specified. A tape recorder is required.

This norm-referenced instrument consists of two Oral Comprehension subtests administered first in Navajo and then in English, and two Verbal Fluency subtests administered in the reverse order. There are a total of 35 items, referring to the 10 stimulus and 10 response picture plates. Items in English and Navajo are not parallel. Students respond to the Comprehension questions by pointing and to the Verbal Fluency questions by speaking. Their oral responses are tape recorded and answers are hand scored. Individual administration is required.

Technical Information

The author normed this instrument with 84 Navajo students in grades 1-6 drawn from different areas of a Navajo reservation in Arizona. The reliability data presented is based on a very small sample, and reviewers commented that the reliability formula used was inappropriate. Reviewers strongly questioned the validity of this instrument as a measure of language dominance since students judged to be Navajo dominant by their parents, teachers, and Navajo examiners scored higher in English on this test than in Navajo. Furthermore, mean scores of the norming sample did not show an increase as a function of grade level. Reviewers felt that this instrument cannot be reliably used to make decisions about language dominance. They also noted that the administrator's manual was confusing, partly because it requires the administrator to use the same picture plates for all subtests.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, illustrations, format, and procedures to be culturally and linguistically appropriate for Navajo students in grades K-6. The reviewers felt, however, that a practice test would facilitate the overall procedures. Reviewers commented that the illustrations were well done, easy to distinguish, and well related to Navajo culture.

1975 — TEST OF LANGUAGE DOMINANCE (TOLD) — Navajo Version

Descriptive Information

Purpose: To assess a student's oral proficiency in Navajo and English and to identify his dominant language.

Score Interpretation: This instrument yields total Navajo and English proficiency scores, a bilingual ratio score corresponding to 1 of 5 dominance categories, and percentile equivalent scores by grade level.

Grade Range: K-2

Target Ethnic Group: Navajo (see also Spanish and Tagalog entries)

Administration Time: Approximately 25 minutes; Part I is paced and Part II is timed. The test may be given in 2 sessions.

Administrator Requirements: The administrator should be proficient in Navajo and English.

Author: Willard P. Bass

Source: Southwest Research Associates, Inc., P.O. Box 4092, Albuquerque, New Mexico 87106

Cost: A copy of this instrument costs $1.00.

This 60-item norm-referenced instrument is designed to measure a student's listening comprehension and speaking skills. The test is divided into 2 parts. Each part contains sections in Navajo and in English. In Part I the administrator names or describes 52 objects and the students mark corresponding pictures in their test booklets. In Part II, which is individually administered, the examiner asks each student to name as many domain-related objects as he or she can in 1 minute. Students respond first in Navajo and then in English. The 4 domains tested are home, school, out-of-doors, and parts of the body. All answers are hand scored.

Technical Information

In 1975, the authors normed this instrument with 1022 students who spoke English, Navajo, Spanish, Ute, Yupik, or Zuni. Reviewers were unable to evaluate the psychometric characteristics of this instrument because the authors did not describe the procedures they followed when norming, validating, and determining the reliability of the instrument. Although reviewers felt that the concept of a bilingual ratio score was interesting, they thought that it should have been more fully discussed in the technical manual. Reviewers indicated that the instructions in the administrator's manual were clear, although they felt that the authors should have included alternate written forms of Navajo.

Cultural and Linguistic Information

Navajo

Reviewers found the vocabulary, format, and procedures to be culturally and linguistically appropriate for use with Navajo students in grades K-2. They also cautioned the test administrator to be prepared to administer this test in the local variation of Navajo, using the printed version as a guide.

Language Dominance

Navajo Language Proficiency

English Language Proficiency
Achievement in Multi-Subject Areas
General Ability and Scholastic Aptitude
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF NAVAJO

Bilingual Educators may wish to use one of the following multi-purpose assessment instruments to assess a student's NAVAJO LANGUAGE PROFICIENCY. These instruments are reviewed on the pages listed below.

PRIMARY LANGUAGE INDICATOR TEST – NAVAJO-ENGLISH 49
1975 – TEST OF LANGUAGE DOMINANCE (TOLD) – Navajo Version 50

Language Dominance
Navajo Language Proficiency
English Language Proficiency
Achievement in Multi-Subject Areas
General Ability and Scholastic Aptitude
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF NAVAJO

Bilingual Educators may wish to use one of the following multi-purpose assessment instruments to assess a student's ENGLISH LANGUAGE PROFICIENCY. These instruments are reviewed on the pages listed below.

PRIMARY LANGUAGE INDICATOR TEST – NAVAJO-ENGLISH 49
1975 – TEST OF LANGUAGE DOMINANCE (TOLD) – Navajo Version 50

1972 — ENGLISH PHONEMIC UNIT PRODUCTION TEST (REVISED) — Forms A and B

Descriptive Information

Purpose: To measure a student's ability to produce English sounds that are difficult for non-native speakers and that are judged essential for speaking English well.

Score Interpretation: This instrument yields raw scores expressed as 0 (no response), 1 (poor), or 2 (good).

Grade Range: K-College (reviewed for grades K-6)

Target Ethnic Group: Navajo (see also French and Spanish entries)

Administration Time: 8 minutes per form; timed.

Administrator Requirements: Not specified.

Author: Rudolph V. Skoczylas.

Source: Rudolph V. Skoczylas, 7649 Santa Inez Court, Gilroy, California 90520

Cost: Scoring sheets, instructions for Forms A and B, and a set of 20 tests cost $2.50. Each cassette tape recording of instructions and items for tests A and B costs $4.00.

This diagnostic instrument measures English phonemic unit production. There are 36 items on each form. Items consist of short taped sentences which students listen to twice and then repeat aloud. Instructions are given orally. Responses are hand scored. Individual administration is required.

Technical Information

The author claims a test-retest reliability coefficient of .81 based on the use of this instrument with 63 English- and Spanish-speaking first-grade students in California and New Mexico. Reviewers felt that this test-retest reliability claim was unacceptable because the 6-month interval between testing sessions was too long and because no Navajo speakers were included in the sample. This instrument was validated by a panel of bilingual educators who based their comments on contrastive analysis procedures and on empirical evidence provided by experienced ESL teachers. To determine student performance, the test administrator must judge how closely the child's pronunciation approximates that of a native speaker. However, no administrator qualifications are included with the test, and instructions for administering and scoring the test are minimal.

Cultural and Linguistic Information

Navajo

Reviewers found the directions, vocabulary, and format to be culturally and linguistically appropriate for Navajo speakers in the primary grades. Reviewers felt that the item content was acceptable for Navajo children, but that fewer sentences should be given to students in the lower grades. The procedures were found to be acceptable, although reviewers expressed concern that the tape might be too fast for younger students.

1974 — HARRIS ARTICULATION TEST

Descriptive Information

Purpose: To assess a student's ability to pronounce consonants in English.

Score Interpretation: This instrument yields a list of a student's specific sound problems. The examiner can rate the severity of these problems by referring to the Age of Articulatory Efficiency chart included with the test.

Grade Range: Pre K-2 (reviewed for grades K-2)

Target Ethnic Group: American Indian (reviewed for Navajo)

Administration Time: Not specified.

Administrator Requirements: Not specified.

Author: Gail Harris

Source: Educational Testing Service, ETS Test Collection, Tests in Microfiche, Princeton, New Jersey 08540

Cost: A microfiche copy of this instrument costs $5.00.

This diagnostic instrument consists of 68 pictures designed to stimulate a student's pronunciation of 25 consonants in word initial, medial, or final position. The examiner administers the test entirely in English. As the student names each picture, the examiner records the student's pronunciation of specific consonants. Individual administration is required.

Technical Information

Neither the author nor the distributor were able to document the use of this instrument with Navajo students. When interpreting individual scores, the author suggests that the administrator refer to a table which describes the ages at which English-speaking students normally have mastered the pronunciation of specific consonants. However, the author does not describe how this table was developed. Reviewers felt that for consonants such as "f" and "v", which are not found in the Navajo language, the normal age of mastery would be higher for native Navajo speakers than for native English speakers. Reviewers commented that although the author had made no claims for test reliability, it was fair to assume that in free response testing sounds produced by a child would be characteristic of that child's normal pronunciation. Reviewers felt that the examiner's manual was acceptable because of the clarity of instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers felt that the directions, vocabulary, format, and procedures were culturally and linguistically appropriate for Navajo students in grades K-2. They noted, however, that these students might have trouble identifying pictures of a valentine, an egg, a shoe, and an elephant because these objects are not common to their daily living situation. They also felt that the test might be too long to use with very young children.

1971 – SWCEL TEST OF ORAL LANGUAGE PROFICIENCY

Descriptive Information

Purpose: To assess a student's competence in oral English.

Score Interpretation: This instrument provides 3 partial scores which are combined to yield a total diagnostic placement score. Scores indicate a student's degree of mastery of specific skills.

Grade Range: Pre K-4 (reviewed for grades K-4)

Target Ethnic Group: General (reviewed for Navajo; see also Chinese and Spanish entries)

Administration Time: Approximately 25 minutes; not timed.

Administrator Requirements: An 8-day training session arranged by SWCEL is mandatory.

Author: Southwestern Cooperative Educational Laboratory (SWCEL)

Source: Southwestern Coooperative Educational Laboratory, Inc., 229 Truman, Northeast, Albuquerque, New Mexico 87108

Cost: Training session tuition, which includes the purchase of a test kit, costs $250.00 per tester. If SWCEL sends a team to test and score the results, the cost is $10.00 per child. A set of 500 score sheets costs $12.50. Machine scoring costs $2.00 per child.

This diagnostic instrument includes 83 items designed to assess pronunciation, vocabulary, and sentence production in terms of grammatical and contextual correctness. Instructions are given orally in English, and manipulatives and pictorial stimuli are used. Students respond orally and answers are hand or machine scored. Individual administration is required.

Technical Information

This instrument has been used with an unspecified number of Apache, Chinese, Mexican-American, Navajo, Pueblo, and Vietnamese students from 4 to 9 years of age. Reviewers found the split-half reliability coefficient of .91 and the test-retest reliability coefficient of .91 to be very adequate for the purposes proposed for the test. Reviewers considered face and construct validity measures to be acceptable. Although this instrument is not systematically developed to be a domain- or objective-referenced test, reviewers felt it sampled well the areas of vocabulary, pronunciation, and sentence structure. Reviewers felt that the administrator's manual was acceptable, but commented that more specific information regarding the total testing environment should have been provided.

Cultural and Linguistic Information

Navajo

Reviewers found the directions, item content, vocabulary, format, illustrations, and procedures to be culturally and linguistically appropriate for use with Navajo children in grades K-4. However, reviewers noted that the item content was geared mainly for younger children.

1972 – TEST OF PROFICIENCY IN ESL (TOPESL) – Form A

Descriptive Information

Purpose: To assess skills in the production and perception of written and spoken English.

Score Interpretation: This instrument yields standard scores, midpoint percentile scores, and percentile band scores.

Grade Range: 4-6

Target Ethnic Group: Navajo

Administration Time: Not specified.

Administrator Requirements: The administrator should be proficient in English.

Author: Eugene J. Brière

Source: Eugene Leitka, Bureau of Indian Affairs, Indian Education Resource Center, P.O. Box 1788, Albuquerque, New Mexico 87103

Cost: This instrument is available at no charge to schools of federally recognized tribes within the Bureau of Indian Affairs service population. Others may obtain at no cost a sample set containing one administrator's manual, test booklets for Sections 1 and 2, a tape recording, a set of stimulus pictures, and a scoring sheet. A tape recorder is required.

This diagnostic and placement test, designed for use in BIA schools, consists of 3 sections: English Structure, Listening Comprehension, and Oral Production. The structure test contains 62 multiple-choice items to which students respond by marking answer sheets. The Listening Comprehension section consists of 30 tape-recorded aural stimuli; students mark their answers in the test booklets. The Oral Production section of this test was not available for review. Student answers are hand scored. Small group administration is required.

Technical Information

This instrument was normed with 7547 children in grades 4-6, of whom 5898 were Navajo. Reviewers found the set of norm tables presented by ethnic group and grade level to be acceptable, and felt that the .89 and .90 reliability coeficients for Forms A and B were good. The Interpretative Manual presents extensive tables on item statistics, and reviewers remarked on the careful methods used to construct the test. Reviewers also noted that while correlations of scores on the TOPESL with teacher ratings ranged from low to moderate, the correlations with student performance on standardized tests were satisfactory. Reviewers gave the administrator's manual an acceptable rating because the instructions were clearly stated and could be delivered with ease during a testing session.

Cultural and Linguistic Information

Reviewers found the directions, vocabulary, format, and procedures culturally and linguistically appropriate for Navajo children in grades 4-6. They felt, however, that the tape-recorded subtest should be slower to give students time to examine the picture and select the appropriate written response. Reviewers commented that the illustrations depicted middle-class America and did not reflect life on a Navajo reservation. They also noted that a Navajo child living on a reservation would not be able to relate to many of the Listening Comprehension items, such as those that referred to buying newspapers and visiting the zoo.

Language Dominance
Navajo Language Proficiency
English Language Proficiency

Achievement in Multi-Subject Areas

General Ability and Scholastic Aptitude
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF NAVAJO

1970 – CALIFORNIA ACHIEVEMENT TESTS (CAT) – Levels II and III, Form A

Descriptive Information

Purpose: To assess a student's achievement in reading, mathematics, and language.

Score Interpretation: This instrument yields percentile rank, grade equivalent, achievement development, and stanine scores. "Debiased" norms and a scoring key are also available.

Grade Range: 1-12: Level I, grades 1.5-2.9; Level II, grades 2-4.9; Level III, grades 4-6.9; Level IV, grades 6-9.9; Level V, grades 9-12.9 (reviewed for grades 2-6)

Target Ethnic Group: General (reviewed for Navajo; see also Chinese and Spanish entries)

Administration Time: Level II, 123 minutes; Level III, 152 minutes; timed.

Administrator Requirements: Not specified.

Authors: Ernest W. Tiegs and Willis W. Clark

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: Machine- and hand-scored editions cost from $12.95 to $21.00 for 35 test booklets with examiner's manuals. A multi-level examination kit is available for $10.00.

This achievement test has 5 overlapping levels with alternate forms, A and B. The batteries at each level measure vocabulary and reading comprehension; mathematics computation, concepts and problems; and language mechanics, usage, structure, and spelling. There are 318 items in Level II and 343 items in Level III. Students respond by marking separate answer sheets. Answers are hand or machine scored. Group administration is appropriate.

Technical Information

The U.S. Office of Education conducted a restandardization of the reading and mathematics subtests of Levels II and III, Form A, of this instrument with 9000 students, of whom 60% were Black, 21% were of Spanish background, 15% were White and 3% were classified as Other. A panel of 11 judges, including 1 Asian-American, 1 American Indian, and 4 Hispanic educators, located potentially biased items. ERIC document #101-017 provides a review of the statistical and item content analyses conducted. It also contains an annotated list of potentially biased items, a table converting raw scores to percentile ranks, and a table converting school means to percentile ranks. Both tables are tied to the raw scores on the original CAT and on the debiased instrument. Reviewers felt that the administrator's manual was well written and easy to use.

Cultural and Linguistic Information

Navajo

The reviewers found the directions, item content, vocabulary, illustrations, format, and procedures generally acceptable for Navajo children in grades 2-6. Reviewers commented that for younger children who are in the process of transferring skills from Navajo to English, the directions might be difficult to understand. They expressed concern that the story content presented in the reading comprehension sections would have little meaning for reservation children. They cited stories referring to summer camp, city life, and the circus as being particularly removed from the experience of a Navajo child.

1974 – COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) – Levels A-C, 1 and 2, Forms S (Reading, Language, and Mathematics Sections)

Descriptive Information

Purpose: To assess a student's basic skills in reading, language, and mathematics.

Score Interpretation: This instrument yields percentiles, stanines, grade equivalents, and expanded standard scores.

Grade Range: K-12: Level A, K-1.3; Level B, K.6-1.9; Level C, 1.6-2.9; Level 1, 2.5-4.9; Level 2, 4.5-6.9; Level 3, 6.5-8.9; Level 4, 8.5-12.9 (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Navajo; see also Chinese, Spanish, and Tagalog entries)

Administration Time: Levels A and B, 3 hours; Level C, 3.75 hours; Levels 1 and 2, 4 hours; timed.

Administrator Requirements: Not specified.

Author: CTB/McGraw-Hill

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: A package of 35 test booklets and 1 examiner's manual costs $18.20 (machine-scorable version) or $11.90 (hand-scorable version). A multi-level examination kit costs $12.00.

This achievement instrument consists of overlapping levels designed to assess pre-reading and reading comprehension skills, language mechanics, spelling, and mathematic computation, concepts, and applications. There are 168 items on Level A, 174 items on Level B, 266 items on Level C, 337 items on Level 1, and 336 items on Level 2. Items are read aloud by the administrator or silently by students. For Levels A-C and 1 students respond by marking in machine- or hand-scorable booklets. Separate answer sheets are available for Levels 1-4. Group administration is appropriate.

Technical Information

The publishers subjected the CTBS Form S to statistical debiasing procedures and to debiasing by a panel of experts. The U.S. Office of Education sponsored further bias studies on the reading, language, and mathematics sections of this test. For these studies, a panel, including Asian, Mexican-American, and American Indian educators, evaluated items which appeared to be statistically biased against certain ethnic groups and concluded that the majority of these items were not biased.* Catalogue reviewers found the administrator's manuals clearly written and easy to use.

Cultural and Linguistic Information

Navajo

Reviewers found the directions, vocabulary, format, and procedures to be moderately appropriate for English-speaking Navajo children in grades K-6. They felt that the item content and illustrations did not reflect Navajo culture. For example, the phonics sections included English-language sounds such as R and V, which are not found in the Navajo language and which would therefore be unusually difficult for Navajo students.

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* Hoepfner, R., and Christen, F., **Measures of Academic Growth,** Santa Monica, California: System Development Corporation and RMC Research Corporation, 1976.

1976 — METROPOLITAN READINESS TESTS — Levels I and II, Forms P and Q

Descriptive Information

Purpose: To assess, in English, a student's readiness for instruction.

Score Interpretation: This instrument yields raw scores which can be converted to percentile ranks, stanines, and performance ratings.

Grade Range: K-1: Level I, grades K-K.5; Level II, grades K.6-1.9

Target Ethnic Group: General (reviewed for Navajo; see also Chinese and Spanish entries)

Administration Time: Approximately 100 minutes for each level. This includes a 15-minute practice test and a 5-minute optional copying test.

Administrator Requirements: The administrator should be a trained teacher familiar to the child.

Authors: Joanne R. Nurss and Mary E. McGauvran

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: A specimen set for each level, which includes a teacher's manual, a hand-scorable test booklet, and a parent-teacher conference report form, costs $3.95. Additional hand-scorable booklets cost $11.75 for a package of 35.

This norm-referenced instrument measures auditory, visual, language, and quantitative abilities. Level I contains 10 practice items and 76 test items. Level II contains 11 practice items and 97 test items. Instructions are given orally in English. Students respond by marking test booklets which are hand or machine scored. Group administration is appropriate with up to 10 students in each group.

Technical Information

The publishers collected normative data in fall and spring, using samples of approximately 30,031 and 19,587 students, respectively. Approximately .5% of these students were American Indian. The students came from different communities, geographic regions, and socioeconomic levels. Reviewers commented that the statistical techniques which the publisher used to remove cultural bias from this instrument appeared to be adequate. According to the **The Seventh Mental Measurements Yearbook** (Buros, 1972), the split-half reliability coefficients, ranging from .79 to .90, also appeared to be adequate. Reviewers indicated that the content, concurrent, and predictive validity measures were acceptable. Reviewers commented that there was a high correlation between scores on this instrument and teacher judgment, and that the instrument appeared to be appropriate for assessing reading readiness. Reviewers gave the administrator's manual an excellent rating because it was clearly written and easy to use.

Cultural and Linguistic Information

Navajo

Reviewers found the directions, item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for Navajo students in grades K-1. The reviewers found the illustrations inappropriate for students living on a reservation because they depict birthday parties, fishing trips, and city streets, which are uncommon to the reservation experience. Reviewers also felt that some illustrations were too small.

1973 — STANFORD EARLY SCHOOL ACHIEVEMENT TEST (SESAT) — NAVAJO EDITION — Level 1

Descriptive Information

Purpose: To measure, in Navajo, a student's general achievement.

Score Interpretation: This instrument yields percentile rank and grade equivalent scores.

Grade Range: K-1

Target Ethnic Group: Navajo (see also Spanish entry)

Administration Time: Approximately 20 minutes per sitting; not timed. The authors suggest that the test be given in 4 or 5 sittings.

Administrator Requirements: The administrator should be proficient in Navajo. New administrators must attend a 2-day training session conducted by Southwest Research Associates.

Authors: Adapted by William Morgan, Sr., and Anthony Harvey from the STANFORD EARLY SCHOOL ACHIEVEMENT TEST, 1969 and 1970, Harcourt, Brace, Jovanovich, Inc.

Source: Southwest Research Associates, Inc., Box 4092, Albuquerque, New Mexico 87106

Cost: An administrator's manual and 30 test booklets cost $18.00. An optional tape recording of the administrator directions costs $3.00. The administrator's training session costs approximately $100 per day. There is a scoring service charge of $.65 per student.

This achievement instrument is designed to assess mathematic, language arts, and oral comprehension skills, as well as a student's knowledge about the environment. There are 14 practice items and 126 test items. The test is presented orally and students circle responses in a test booklet. Answers are hand scored, and a scoring service is available. Group administration is appropriate.

Technical Information

The publishers normed this Navajo adaptation of the SESAT with 1000 Navajo children from rural, low-income areas in Arizona and New Mexico. Reviewers were unable to comment on the adequacy of the percentile norms and grade equivalency tables since the publishers did not provide information regarding the grade range of the norming group. The publishers did not present data on the instrument's reliability and validity, but reviewers felt that these might be inferred to be equivalent to that of the English SESAT. All items are identical to the English version, except for the 14 which deal with Navajo letters and sounds. Reviewers rated the administrator's manual as acceptabe. They commented that the tape-recorded transcription would be helpful to the many people who are not familiar with written Navajo.

Cultural and Linguistic Information

Navajo

Reviewers felt that the directions, vocabulary, and procedures were culturally and linguistically appropriate for Navajo students in grades K-1. They cautioned that students may not be able to identify with illustrations showing city buildings, stores, and factories, which are not common to the Navajo environment. Reviewers commented that the illustrations were small and sometimes indistinct, and that they were more appropriate for higher grade levels. Reviewers gave high ratings to the Navajo translation of the test items.

Language Dominance
Navajo Language Proficiency
English Language Proficiency
Achievement in Multi-Subject Areas

General Ability and Scholastic Aptitude

Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF NAVAJO

1942 — ARTHUR POINT SCALE OF PERFORMANCE

Descriptive Information

Purpose: To assess a student's mental abilities as shown by his performance of specific tasks.

Score interpretation: This instrument yields raw scores as well as mental age and IQ scores.

Grade Range: K-Adult (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Navajo)

Administration Time: Stencil design subtests, 4 minutes; timed. All other subtests are not timed.

Administrator Requirements: The administrator should be proficient in Navajo and should have had experience testing bilingual Navajo children.

Author: Grace Arthur

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: The test manual, 100 record forms, visuals, and manipulatives for use with all subtests except the Healy Picture Completion Subtest cost $55.00.

This norm-referenced instrument is composed of 6 subtests which measure general cognitive abilities. Students respond by using basic motor skills. Verbal instructions from the administrator are minimal. Answers are hand scored. Individual administration is required.

Technical Information

The developer normed this instrument with 968 "middle-class" American children and 536 American Indian children, of whom 154 were Navajo. Reviewers felt that although the ARTHUR POINT SCALE is a well-researched instrument, the normative data obtained in 1942 are obsolete. Reviewers stated that the examiner's manual described complex testing and scoring procedures and could best be interpreted by a trained psychologist.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, procedures, and format to be culturally and linguistically inappropriate for Navajo children in grades K-6. Reviewers felt that since the stencil design subtest was timed, it was unfair to the child whose cultural values do not stress time. In addition, the manual states that the Healy Picture Completion Subtest requires extensive experience with the white culture and should not be administered to Navajo children. Instructions for all subtests are in English only.

NOTES

In the following areas, no instruments were located for native speakers of Navajo:

ACHIEVEMENT IN MATHEMATICS

ACHIEVEMENT IN SCIENCE

ACHIEVEMENT IN SOCIAL STUDIES AND ETHNIC STUDIES

ATTITUDE AND SELF-CONCEPT

LEARNING STYLES

Portuguese Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Social Studies and Ethnic Studies
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF PORTUGUESE

1973 – ADAPTATION OF BOTEL READING INVENTORY – Levels A-H

Descriptive Information

Purpose: To assess a student's oral reading fluency in Portuguese.

Score Interpretation: This instrument yields a percentage score of correct responses to be related to a performance criterion.

Grade Range: K-4

Target Ethnic Group: Portuguese

Administration Time: Up to 5 minutes per level; timed.

Administrator Requirements: The administrator should be proficient in Portuguese.

Author: Adapted by the Brown Bilingual Institute, Brown University

Source: Providence School Department, Office of Bilingual Education, 86 Fourth Street, Providence, Rhode Island 02906

Cost: A copy of this instrument is available at no charge and may be duplicated at the user's expense.

The 8 levels of this word recognition test were designed as a means to place students in a Portuguese reading program. The levels range from pre-primer through fourth grade, and each level contains 20 words graduating in degree of difficulty. The authors suggest that a student be assessed beginning at the level at which 100% mastery is expected. The test administrator should continue giving the student successive levels to read aloud until he or she fails to obtain a score above 70% on two consecutive inventory levels. Responses are hand scored. Individual administration is required.

Technical Information

Portuguese bilingual education programs have been using this instrument in Providence and other Rhode Island school districts since 1973. The source was unable to give specific information on the number and backgrounds of students who have used this instrument, and the authors did not provide information on reliability and validity. Reviewers were therefore unable to comment on the psychometric characteristics of this instrument. Reviewers felt that the administrator's instructions were very clear and easy to use.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, and procedures culturally and linguistically appropriate for use with Portuguese students in grades K-4.

1975 – HAYWARD BILINGUAL MANAGEMENT SYSTEM PORTUGUESE READING CRITERION-REFERENCED AND MASTERY TESTS – Levels K-VI

Descriptive Information

Purpose: To assess, in Portuguese, a student's mastery of specific reading objectives.

Score Interpretation: This instrument yields raw score totals which can be compared to criterion performance standards.

Grade Range: K-6: each test level corresponds to 1 grade level

Target Ethnic Group: Portuguese

Administration Time: Approximately 15 minutes per criterion-referenced test and 30 minutes per mastery test; not timed. The mastery tests are to be given at the end of the school year.

Administrator Requirements: The administrator should be proficient in Portuguese.

Authors: The Committee for the Development of the Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano

Source: Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Cost: Each criterion-referenced test costs $.05, and each mastery test booklet costs $.40.

The 59 criterion-referenced tests and 7 mastery tests are designed to measure a student's listening, reading comprehension, and oral vocabulary skills. There are 8 criterion-referenced tests for grade K, 6 for grade 1, 12 for grade 2, 12 for grade 3, 8 for grade 4, 6 for grade 5, and 7 for grade 6. The mastery tests are composed of items culled from the criterion-referenced tests. The administrator gives oral instructions in Portuguese. Students respond orally, in writing, or by marking test sheets, which are hand scored. Instructions on each test indicate whether group or individual administration is appropriate.

Technical Information

Since 1975, approximately 50 Portuguese students in grades K-6 have used these instruments. Students were from an urban area in California. Reviewers were unable to evaluate the psychometric characteristics of these instruments because the authors had not performed reliability and validity studies. Reviewers stated, nevertheless, that the test objectives, test items, and criterion performance standards appeared to have face validity, and that the tests would probably be appropriate for placement, diagnosis, and formative and summative evaluation. Although an administrator's manual is not available, reviewers found the instructions provided on each test to be adequate.

Cultural and Linguistic Information

Reviewers found the directions, item content, and vocabulary to be culturally and linguistically appropriate for Portuguese students in grades K-6. They commented that the illustrations were small and that the print could have been made larger for younger children.

1975 — PORTUGUESE READING TEST

Descriptive Information

Purpose: To assess reading proficiency in Portuguese.

Score Interpretation: This instrument yields total raw scores which are tied to grade level equivalency in Portugal and which are used to place students in 1 of 3 reading levels.

Grade Range: 3-6

Target Ethnic Group: Portuguese

Administration Time: Approximately 60 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Portuguese.

Author: Developed by Project Impact, Title III

Source: Bilingual Education Program, New Bedford Public Schools, 455 County Street, New Bedford, Massachusetts 02740

Cost: A copy of this instrument costs $.20.

This diagnostic instrument is designed to assess the vocabulary and reading comprehension skills of native speakers of Portuguese. On one subtest the students match 70 vocabulary words with their definitions. On a second subtest students answer 58 comprehension questions related to short reading passages in Portuguese. All responses are marked in test booklets and are hand scored. Group administration is appropriate.

Technical Information

In 1974, 250 Portuguese students living in Massachusetts participated in a statewide standardization of this instrument. The authors state that since that time over 1500 low-income urban students have used this reading test. Reviewers were unable to comment on the psychometric characteristics of this instrument because of the lack of technical information. The authors reported a reliability coefficient of .91, but did not indicate the type of reliability measured, nor did they report any validity data. No administrator's manual is available, but brief instructions are written on the test.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for Portuguese students in grades 3-6.

1972 — TEST DE AVALIAÇÃO DE APROVEITAMENTO ESCOLAR — LEITURA

Levels Primer, P-I and P-II

Descriptive Information

Purpose: To assess listening and beginning reading and writing skills in Portuguese.

Score Interpretation: These instruments yield subtest and total raw scores expressed as the percent correct.

Grade Range: K-3: Primer, grades K and 1; Level P-1, grade 2; Level P-II, grade 3

Target Ethnic Group: Portuguese

Administration Time: Approximately 60 minutes per level; paced and timed.

Administrator Requirements: The administrator should be proficient in Portuguese.

Author: New Bedford Public Schools

Source: New Bedford School Department, Production Center, 445 County Street, New Bedford, Massachusetts 02740

Cost: A package of 20 test booklets, an examiner's manual, and an answer key cost $4.00.

These achievement tests are designed to measure listening, vocabulary, reading comprehension, and writing skills in Portuguese. The Primer Level has 72 items which assess sound discrimination, sound/letter identification, and word/picture and sentence/picture recognition. Level P-1 has 117 items which measure word/picture identification, word analysis and sentence/picture identification, and reading comprehension. Level P-II contains 129 items which measure word/picture dentification, vocabulary word analysis, reading comprehension, and dictation skills. Instructions are given orally in Portuguese. Students respond by marking test booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

The developers have used all levels of this instrument for approximately 5 years with 1500 Portuguese students from low-income families living in an East Coast urban area. Norms and reliability and validity measures are not available, nor are specific objectives given. Reviewers commented that the administrator's manual for the Primer Level could be improved by the inclusion of recommendations about testing conditions. Manuals for Levels P-I and P-II were not available for review.

Cultural and Linguistic Information

Reviewers found the Primer Level to be culturally and linguistically appropriate for Portuguese students in grade 1. They also found the student directions, vocabulary, and item content in Levels P-I and P-II to be culturally and linguistically acceptable for Portuguese students in grades 2 and 3. Reviewers commented on the cluttered format and the small illustrations on all levels of this test. Reviewers also felt that the timed nature of this instrument could present a problem for non-competitive students.

Portuguese Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Social Studies and Ethnic Studies
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF PORTUGUESE

1975 — HAYWARD BILINGUAL MANAGEMENT SYSTEM ENGLISH AS A SECOND LANGUAGE CRITERION-REFERENCED AND MASTERY TESTS — Levels K-VI

Descriptive Information

Purpose: To assess a Portuguese-speaking student's mastery of specific English as a Second Language objectives.

Score Interpretation: This instrument yields total raw scores which can be compared to criterion performance standards.

Grade Range: K-6: each test level corresponds to 1 grade level

Target Ethnic Group: Portuguese (see also Spanish entry)

Administration Time: Approximately 15 minutes per criterion-referenced test and 30 minutes per mastery test; not timed. The mastery tests are to be given at the end of the school year.

Administrator Requirements: The administrator should be proficient in Portuguese and English.

Author: The Committee for the Development of the Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano

Source: Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Cost: Each criterion-referenced test costs $.05 and each mastery test booklet costs $.40.

The 40 criterion-referenced tests and 7 mastery tests are designed to measure a student's mastery of verbal listening, and reading comprehension skills. There are 10 criterion-referenced tests for grade K, 5 for grade 1, and 4 each for grades 2-6. The mastery tests are composed of items selected from the criterion-referenced tests. The administrator gives oral instructions in Portuguese for Levels K-II and in English for Levels III-IV. Students respond orally and in writing. Answers are hand scored. Instructions on each test indicate whether group or individual administration is appropriate.

Tecnical Information

Since 1975, approximately 80 Portuguese students in grades K-6 have used these instruments. Students were from an urban area in California. Reviewers were unable to evaluate the psychometric characteristics of these instruments because the authors had not performed reliability and validity studies. Reviewers stated, nevertheless, that the test objectives, test items, and criterion performance standards appeared to have face validity and that the tests would probably be appropriate for placement, diagnosis, and formative and summative evaluation. Although an administrator's manual is not available, reviewers felt that the instructions printed on each test were clear and that directions could be delivered with ease during a testing session.

Cultural and Linguistic Information

Portuguese

Reviewers felt that the directions, item content, vocabulary, format, and procedures of these tests were exceptionally appropriate for Portuguese-dominant students in grades K-6. They noted, however, that some pictures were difficult to decipher.

1972 — NEW BEDFORD ORAL LANGUAGE PRODUCTIVE TEST

Descriptive Information

Purpose: To assess proficiency in English as a Second Language.

Score Interpretation: This instrument yields a total raw score.

Grade Range: K-12 (reviewed for grades K-6)

Target Ethnic Group: Portuguese

Administration Time: Approximately 40 minutes; not timed.

Administrator Requirements: The administrator should be proficient in English.

Author: New Bedford Public Schools

Source: Bilingual Education Program, New Bedford Public Schools, 455 County Street, New Bedford, Massachusetts 02746

Cost: A copy of this instrument, including instructions and 3 pictorial stimuli, costs $.20.

This diagnostic placement instrument is modeled after the MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST. The authors adapted test items and pictures to make them more culturally appropriate for Portuguese students. The 46 test items measure a student's listening comprehension and speaking skills. The examiner asks all questions in English and provides the first word or words of the response, such as **Is John sleeping? — No, he . . . .** In addition to pictures, the examiner is required to use a hand puppet, a small box, and a piece of chalk as test item stimuli. Students respond orally or by performing specific tasks. Answers are hand scored. Individual administration is required.

Technical Information

Since 1972, approximately 1500 Portuguese and Hispanic students in grades K-12 have used this instrument. Students came from lower-income families and lived in an urban area. Although the authors have provided mean scores and standard deviations for a small group of bilingual project students in grades 2-6, they have not yet determined test reliability and validity. Thus, reviewers were unable to evaluate the psychometric characteristics of this instrument. Reviewers gave the instructions to the test administrator a generally high rating because of the ease with which the directions could be delivered during a testing session. They noted, however, that the instructions do not contain information on scoring procedures and do not provide information about placement levels.

Cultural and Linguistic Information

Reviewers found the item content, vocabulary, and procedures culturally and linguistically appropriate for use with Portuguese students in grades K-6. They considered the directions, format, and illustrations to be acceptable with some modifications.

1973 – TESTS OF ENGLISH PROFICIENCY – Levels I-III

Descriptive Information

Purpose: To assess listening, speaking, reading, and writing skills in English.

Score Interpretation: This instrument yields a content-referenced total score which can be converted to a skills profile for each student. Guideline scores are given to assess a student's success at the level being tested.

Grade Range: 1-9 (reviewed for grades 1-6)

Target Ethnic Group: General (reviewed for Portuguese)

Administration Time: Not specified. The four skill area tests should be administered on consecutive mornings.

Administrator Requirements: Not specified.

Authors: National Foundation for Educational Research in England and Wales

Source: The General Guide, Tests, and Manuals are available from NFER Test Services, Ginn and Co., Ltd., Elsinore House, Buckingham Street, Aylesbury, BUCKS, HP20-2, NQ, England. An American version and tape transcript of the Listening Tests are available from the Bilingual Education Project, School Administration Building, Park Place, Pawtucket, Rhode Island 02860.

Cost: Each set of 4 tests costs $2.75. The cost of the American tape is not specified. A tape recorder is required.

This diagnostic instrument is composed of 4 subtests at each level which share a common core vocabulary. There are 116 items on Level I, 101 items on Level II, and 82 items on Level III. The instrument includes content objectives for each difficulty level and skill area. Students respond orally and by writing in test booklets. Answers are hand scored. Group administration is appropriate except for the Speaking Tests, which require individual administration.

Technical Information

This instrument has been widely used with immigrant children in the British Isles and is currently being used to assess English language acquisition of Portuguese-speaking students in Rhode Island. The authors state that they have not normed this instrument because it is intended to be used for diagnostic rather than comparative purposes. Reviewers noted that the reliability coefficients of from .63 to .85 on the Listening and Reading Tests appeared to be acceptable, but that the authors had not described the size or nature of the group on which the reliability was computed. Standard errors of measurement for the Listening and Reading Tests ranged from 1.6 to 2.3, but the authors did not report them against test score distributions. Reviewers felt that inter-rater reliability coefficients of from .85 to .97 on the Writing and Speaking Tests were satisfactory. Cynthia Park, at the University of Rhode Island, is currently conducting a multiple regression analysis to establish the concurrent validity of these tests apart from their apparent content validity.

Cultural and Linguistic Information

Reviewers felt that the directions, format, and procedures were culturally and linguistically appropriate for Portuguese students in grades 1-6. They noted the presence of such British phrases as **school outing** (field trip) and of such British illustrations as a cricket player and a London policeman.

64

Portuguese Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Social Studies and Ethnic Studies
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF PORTUGUESE

1971 — EXAME DE MATEMATICA — Levels I-V

Descriptive Information

Purpose: To assess mathematics achievement in Portuguese.

Score Interpretation: This instrument yields raw scores which show mastery of standard mathematics objectives.

Grade Range: 1-5: Level I, grade 1; Level II, grade 2; Level III, grade 3; Level IV, grade 4; and Level V, grade 5.

Target Ethnic Group: Portuguese

Administration Time: Level 1, approximately 45 minutes, paced and timed; Level II, approximately 60 minutes, paced; Level III, 70 minutes, timed; Level IV, 90 minutes timed. The administration time for Level V is not specified.

Administrator Requirements: The administrator should be proficient in Portuguese.

Author: New Bedford Bilingual Program

Source: New Bedford School Department Production Center, 455 County Street, New Bedford, Massachusetts 02740

Cost: A package of 20 test booklets, an examiner's manual, and an answer key cost $4.00. Test objectives are also available.

These mathematics achievement tests, written in Portuguese, are designed to measure skills in computation, concepts, and application. Content skills vary according to grade level. There are 32 items on Level I, 62 items on Level II, 108 items on Level III, 115 items on Level IV, and 129 items on Level V. Instructions are given orally in Portuguese. Students respond by writing in booklets. Answers are hand scored. Group administration is required.

Technical Information

The developers have used this instrument with approximately 1500 elementary-school-age Portuguese students mainly from low-income families in an urban area in Massachusetts. Reviewers were unable to evaluate the psychometric characteristics of this instrument because reliability and validity measures are not available. Reviewers commented that missing pages made the administrator's manual difficult to follow.

Cultural and Linguistic Information

Reviewers found the item content, directions, vocabulary, and procedures to be culturally and linguistically appropriate for Portuguese students in grades K-5. Reviewers gave low ratings to the format because it was very crowded, and to the illustrations because several were small and unclear.

1975 — HAYWARD BILINGUAL MANAGEMENT SYSTEM PORTUGUESE MATH CRITERION-REFERENCED AND MASTERY TESTS — Levels K-VI

Descriptive Information

Purpose: To assess, in Portuguese, a student's mastery of mathematics objectives.

Score Interpretation: This instrument yields total raw scores which can be compared to criterion performance standards.

Grade Range: K-6: each level corresponds to 1 grade level

Target Ethnic Group: Portuguese (see also Spanish entry)

Administration Time: Approximately 15 minutes per criterion-referenced test and 30 minutes per mastery test; not timed. The mastery tests are to be given at the end of the school year.

Administrator Requirements: The administrator should be proficient in Portuguese.

Authors: The Committee for the Development of the Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano

Source: Bilingual Multicultural Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Cost: Each criterion-referenced test costs $.05. Each mastery test booklet costs $.40.

The 55 criterion-referenced math tests and 7 mastery tests are designed to assess a student's ability to understand and apply mathematic concepts and to perform mathematical computations. There are 5 criterion-referenced tests for grade K, 10 for grade 1, 9 for grade 2, 8 for grade 3, 9 for grade 4, 10 for grade 5, and 4 for grade 6. The mastery tests contain items culled from the criterion referenced tests. The administrator gives oral instructions in Portuguese. Students respond by marking test sheets, which are hand scored. Group administration is appropriate.

Technical Information

Since 1975, approximately 50 Portuguese students in grades K-6 have used these instruments. Students were from an urban area in California. Reviewers were unable to evaluate the psychometric characteristics of these instruments because the authors had not performed reliability and validity studies. Reviewers stated, nevertheless, that the test objectives, test items, and criterion performance standards appeared to have face validity, and that the tests would probably be appropriate for placement, diagnosis, and formative and summative evaluation. Although an administrator's manual is not available, reviewers felt that the instructions provided on each test were adequate.

Cultural and Linguistic Information

Portuguese

Reviewers felt that the directions, item content, and illustrations were culturally and linguistically appropriate for Portuguese children in grades K-6. They commented, however, that some illustrations were difficult to decipher and that the format of the tests was crowded.

Portuguese Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Social Studies and Ethnic Studies
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF PORTUGUESE

1975 — HAYWARD BILINGUAL MANAGEMENT SYSTEM MULTICULTURAL SOCIAL STUDIES CRITERION-REFERENCED TESTS — Levels K-VI

Descriptive Information

Purpose: To assess, in Portuguese, a student's mastery of specific social studies objectives.

Score Interpretation: This instrument yields total raw scores which are compared to criterion performance standards.

Grade Range: K-6: each test level corresponds with 1 grade level

Target Ethnic Group: Portuguese (see also Spanish entry)

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Portuguese.

Author: The Committee for the Development of the Hayward Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano

Source: Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Cost: A copy of each test costs $.05.

These 25 criterion-referenced tests are designed to assess a student's mastery of social studies concepts related to geography, history, human characteristics, self-concept, and cultural differences. There are 4 criterion-referenced tests for each grade between kindergarten and grade 4. There are 2 tests for grade 5 and 3 tests for grade 6. Instructions are given orally in Portuguese. Students respond by marking test sheets, which are hand scored. Group administration is appropriate.

Technical Information

Since 1975, approximately 50 Portuguese students in grades K-6 have used these instruments. Students were from an urban area in California. Reviewers were unable to evaluate the psychometric characteristics of these instruments because the authors had not performed reliability and validity studies. Reviewers stated, nevertheless, that the test objectives, test items, and criterion performance standards appeared to have face validity, and that the tests would probably be appropriate for placement, diagnosis, and formative and summative evaluation. Although an administrator's manual is not available, reviewers found the instructions written on each test to be adequate.

Cultural and Linguistic Information

Portuguese

Reviewers felt that the directions, item content, and vocabulary were culturally and linguistically appropriate for Portuguese students in grades K-6. They noted, however, that some illustrations were small and unclear, and that the objectives listed at the top of each test might distract the students.

NOTES

In the following areas, no instruments were located for native speakers of Portuguese:

LANGUAGE DOMINANCE

ACHIEVEMENT IN SCIENCE

ACHIEVEMENT IN MULTI-SUBJECT AREAS

ATTITUDE AND SELF-CONCEPT

LEARNING STYLES

GENERAL ABILITY AND SCHOLASTIC APTITUDE

Language Dominance

Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Science
Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1970 – AMBIGUOUS VERBAL STIMULUS TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS

Descriptive Information

Purpose: To identify a student's dominant language.

Score Interpretation: This instrument yields a "difference" score which can be converted to 1 of 7 language dominance categories.

Grade Range: 5-6

Target Ethnic Group: Hispanic (reviewed for Cuban and Puerto Rican)

Administration Time: Not specified.

Administrator Requirements: Three administrators are required. They must be equally proficient in Spanish and English.

Author: Gary D. Keller

Source: Educational Testing Service, ETS Test Collection, Tests in Microfiche, Princeton, New Jersey 08540

Cost: A microfiche copy of this test costs $5.00.

This placement instrument consists of a vocabulary list containing 100 mixed Spanish and English words, of which 24 are the critical, or "ambiguous", stimuli. These 24 stimuli are words which are spelled the same but pronounced differently in English and Spanish. The student reads all the words aloud and 3 judges rate the pronunciation of the critical words in English or Spanish. Answers are hand scored. Individual administration is required.

Technical Information

In 1974, 100 Cuban, Dominican, and Puerto Rican students in grades 5 and 6 participated in the field testing of this instrument in New York City. The author conducted a test-retest reliability study with a 6-week interval between testings and reported a reliability coefficient of .92, which reviewers found highly acceptable. The author also established concurrent validity by comparing student scores on this instrument with those on the **FLEXIBILITY TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS.** Reviewers considered the .84 validity coefficient moderately high. Although the administrator's manual contained clear instructions, reviewers felt that the terms **bilingual** and **language dominance** should have been better defined. They also felt that the author should have indicated at what point a student should be assessed with this instrument.

Cultural and Linguistic Information

Reviewers felt the item content, vocabulary, format, and procedures were culturally and linguistically appropriate for Cuban and Puerto Rican students in grades 5 and 6. They noted, however, that no Spanish directions were provided. Although reviewers considered the instrument a unique approach in assessing language dominance, they felt that the method of administration, with 1 student and 3 judges, was rather cumbersome.

1977 – BASIC INVENTORY OF NATURAL LANGUAGE (BINL)

Descriptive Information

Purpose: To assess a student's language dominance and proficiency in Spanish and English.

Score Interpretation: This instrument yields raw scores in English or Spanish which represent a student's fluency and level of language complexity. Models are provided for the development of local norms.

Grade Range: K-12 (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican; see also Comprehensive Index for other language versions under development)

Administration Time: From 10-15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in the languages in which the instrument is administered and should have a knowledge of simple grammar. CHECpoint Systems also sponsors a one-day training workshop for test administrators.

Author: Charles H. Herbert

Source: CHECpoint Systems, 1558 N. Waterman Avenue, Suite C, San Bernardino, California 92404

Cost: A kit with 80 talk tiles, 40 story starter pictures, 1 spirit duplicating masters book, 1 instruction manual, 400 oral score sheets, 100 profile sheets, and 2 class profile cards costs $85.00. A tape recorder is also required.

This criterion-referenced instrument makes use of story sequence pictures and talk tiles to elicit natural speech samples.

Instructions are given orally in English or Spanish. Students respond by telling a story. Taped answers are hand or machine scored. Individual administration is required.

Technical Information

Although sample normative results have been reported for 300-400 students in the lower elementary grades in California, reviewers felt that this instrument is basically a criterion-referenced test. Reliability measures are not yet available, and the only validity measure reported indicated that the language complexity subscores tended to rise from grades K-2 in both first- and second-language growth. Reviewers suggested that this instrument be used as a diagnostic rather than an achievement test until more meaningful norms are established. The administrator's manual contains much information, although it provides no specific oral cues for the administrator in English or in Spanish. The hand scoring procedures are fully described, but reviewers found them to be quite complex.

Cultural and Linguistic Information

Reviewers found the item content and vocabulary to be appropriate, with minor revisions, for use with Hispanic students in grades K-6. Reviewers commented that the talk tiles contained no stimulus objects which reflected Hispanic culture, and that the sequence stories had no stimulus words in Spanish. The illustrations, although quite interesting, seemed to depict minority cultural groups as country folk while showing "Anglos" in urban settings. Nevertheless, the format and procedures were found to be highly acceptable for use with Hispanic children.

1975 — BILINGUAL SYNTAX MEASURE (BSM) — MEDIDA DE SINTAXSIS BILINGÜE

Descriptive Information

Purpose: To measure syntactic proficiency by eliciting natural speech samples in Spanish and English.

Score Interpretation: This instrument yields hierarchical scores which place a child in 1 of 5 proficiency levels in English and Spanish. Instructional suggestions are provided for each proficiency level.

Grade Range: K-2

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican; see also Italian and Tagalog entries)

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish if the Hierarchical Scoring is used, and proficient in Spanish and English if the Syntax Acquisition Method is used.

Authors: Marina K. Burt, Heidi C. Dulay, and Eduardo Hernández Chávez

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: A Spanish-English kit containing a Picture Booklet, 2 manuals, 70 Child Response Booklets, 2 Class Record Sheets, and a Technical Handbook costs $50.00.

Similar, but not parallel, Spanish and English forms of this instrument measure a student's command of basic English grammatical structures regardless of his pronunciation or general knowledge. If both English and Spanish versions are administered, the test may serve as a language dominance measure. The administrator asks the student 25 questions relating to 7 pictorial stimuli. Students respond orally; responses are recorded by the examiner and are hand scored. Individual administration is required.

Technical Information

The authors have collected data on the use of the English version of this instrument with 1371 students, and on the use of the Spanish version with 1146 students, all of whom were in grades K-2 in 4 geographic regions of the United States. These data are illustrative and are not norms. The authors provided reliability data based on 150 Spanish-speaking students. Reviewers felt that the Kappa coefficients of .40 were low and questioned the use of factor analysis to demonstrate the validity of the BSM. The manual states that English proficiency scores on this instrument improve as a function of the students' time in the United States. However, the tabular data presented show some inversions as a function of time in the United States. There does seem to be a clear difference in performance between those students here 3 years or more and those who have been here a shorter time, but reviewers felt that the BSM could be used to measure gross differences in language proficiency. They also noted that the administrator's manual was somewhat repetitive and commented that administrators should be required to attend training sessions.

Cultural and Linguistic Information

Hispanic

Reviewers found the directions, item content, vocabulary, format, and procedures to be culturally and linguistically approprate for Cuban, Mexican-American, and Puerto Rican students in grades K-2. They felt that the illustrations were excellent.

1976 — CRANE ORAL DOMINANCE TEST

Descriptive Information

Purpose: To determine whether a student's dominant language is English or Spanish.

Score Interpretation: This instrument yields a total raw score which can be converted to 1 of 3 dominance categories.

Grade Range: Pre K-3 (reviewed for grades K-3)

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Barbara J. Crane

Source: Motivational Learning Programs, Inc., 1301 Hamilton Avenue, P.O. Box 3713, Trenton, New Jersey 08629

Cost: An examiner's manual and 30 response booklets cost $15.00.

This norm-referenced diagnostic instrument is composed of 8 Spanish-English Word Pair Sets. Each set contains 4 word pairs in English and 4 in Spanish which are listed in random order. The examiner reads the words aloud and the student must recall them in either language. The examiner then asks the student 5 questions referring to home language usage. This instrument assesses the internal, or dominant, language in which the student recalls having perceived the stimulus words. Students respond orally and answers are hand scored. Individual administration is required.

Technical Information

In 1975 the author pilot tested this instrument with 934 4- to 8-year-old children in Arizona, California, New York, and Washington. Students were of Hispanic and Anglo-American ethnicity. The author states that the odd-even reliability for this instrument is .86. However, if this statistic was derived from a sample which included 4- to 8-year-old students, reviewers felt that it was not high. The author cites a predictive validity coefficient of .87, but without knowing the nature of the criterion measure or the variability of the sample, reviewers were unable to evaluate this statistic. Reviewers found the administrator's manual to be excellent because of the clear instructions, although they indicated that the explanation about scoring procedures could be simplified.

Cultural and Linguistic Information

Reviewers felt that the directions, item content, vocabulary, format, and procedures were culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican students in grades K-3. They noted that the test might be too taxing for 4-year-old children.

1974 — FLEXIBILITY TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS

Descriptive Information

Purpose: To identify a student's dominant language.

Score Interpretation: This instrument yields a "difference" score which is used to place students into 1 of 7 dominance categories.

Grade Range: 5-6

Target Ethnic Group: Hispanic (reviewed for Cuban and Puerto Rican)

Administration Time: 10 minutes; timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Gary D. Keller

Source: Educational Testing Service, ETS Test Collection, Tests in Microfiche, Princeton, New Jersey 08540

Cost: A microfiche copy of this test costs $5.00.

This diagnostic instrument measures a child's ability to create as many Spanish and English words as possible from the letters contained in nonsense words. There is one practice item. Students respond in writing and answers are hand scored. Misspelled words are discarded from the evaluation. Group administration is appropriate.

Technical Information

The author field tested this instrument in New York City with 100 Cuban, Dominican, and Puerto Rican students in grades 5 and 6. After testing these students at 6-week intervals, the author reported a .87 test-retest reliability coefficient, which reviewers felt was very acceptable. The author also reports a validity coefficient of .84 resulting from the concurrent administration of this instrument and the AMBIGUOUS VERBAL STIMULUS TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS. Reviewers also found this coefficient to be acceptable. Reviewers indicated that the author had developed clearly stated administration instructions, but that he had failed to define the terms **bilingual** and **language dominance.**

Cultural and Linguistic Information

Reviewers felt that the item content, format, and procedures were culturally and linguistically appropriate for Cuban and Puerto Rican students in grades 5 and 6. They suggested that more practice items be included and that directions specify whether or not children were to use all the letters of each nonsense word when making up a new word. Reviewers noted that instructions were provided in English only.

1971 — HOME BILINGUAL USAGE ESTIMATE

Descriptive Information

Purpose: To determine whether a student's dominant language is Spanish or English by assessing home language usage.

Score Interpretation: This instrument yields a single score used to classify a student as English monolingual, English dominant, apparent bilingual, Spanish dominant, or Spanish monolingual. A subscale to compute three-generational bilingual usage is also included in the test.

Grade Range: K-Adult (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 6 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Rudolph V. Skoczylas

Source: Rudolph V. Skoczylas, 7649 Santa Inez Court, Gilroy, California 95020

Cost: A set of 20 forms costs $4.00.

This interview guide contains approximately 40 items, depending on the number of family members living at home. Each item is designed to measure language usage patterns between specific family members. The interview guide is printed in English only. Responses are given orally and are hand scored. Individual administration is required. If the subject is a young child, parents provide the necessary information.

Tecnical Information

This instrument was validated with 25 Mexican-American children in Gilroy, California. Reviewers were favorably impressed by the instrument's .95 validity coefficient, indicating a high degree of consistency between interview results and ratings assigned to each student by a bilingual educator who knew personally each of the children in the sample. Reviewers did, however, indicate that test-retest procedures used to confirm this instrument's reliability could have been heavily influenced by memory and were, therefore, invalid. Reviewers felt that the instrument could be improved by the development of a sounder scoring procedure that was not so heavily dependent on family size. The administrator's manual was found to be poorly formulated and therefore difficult to use.

Cultural and Linguistic Information

The item content, vocabulary, format, and procedures were found to be culturally acceptable for English-speaking Cuban, Mexican-American, and Puerto Rican students in grades K-6.

1974 – JAMES LANGUAGE DOMINANCE TEST –
Fourth Version

Descriptive Information

Purpose: To determine whether a student's dominant language is Spanish or English.

Score Interpretation: This instrument yields raw scores and provides criteria for classifying student language ability into 1 of 5 categories.

Grade Range: K-1

Target Ethnic Group: Mexican-American

Administration Time: Approximately 10 minutes; not timed.

Administrator Requirements: The test administrator should be proficient in Spanish and English.

Author: Peter James

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: A packet containing the test manual, a test booklet with 40 pictorial stimuli, and 25 scoring booklets costs $19.95.

This diagnostic instrument measures a student's ability to recognize objects when names are given verbally, as well as the ability to produce the names of objects and actions when pictures are presented. A total of 40 parallel items are included in Spanish and English. Students respond orally. Answers are hand scored. Individual administration is required. Both parts of the test should be administered in one session, and the Spanish test should always be given before the English test.

Technical Information

The author does not describe the students with whom this instrument was normed. He does, however, make the following validity claims: Three first-grade teachers verified the appropriateness of student placement made by using this instrument; the test items were selected from workbooks and from situations common to the "everyday home environment"; the distribution of group means on the production, comprehension, and house item normative scales "shows desired linear increase between groups, [which] to some degree validates the internal structure of the test's classification system." Reviewers felt that this last claim for validity was unconvincing since the scales themselves were used to establish the groupings that resulted in the normative table. The author also reports 98% agreement between classifications made by the first and second versions of this instrument. Reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers felt that the item content, format, and procedures were culturally and linguistically appropriate for Mexican-American students in grades K-1. In several instances reviewers suggested that the directions could be improved by using the present progressive, **está comiendo, está hablando,** rather than the present tense, **come, habla.** In addition, reviewers felt that several pictures were unclear. For example, they felt that the picture corresponding to the word **lumbre** looked much more like **fuego.**

1975 – LANGUAGE ASSESSMENT BATTERY (LAB) –
Levels I-III

Descriptive Information

Purpose: To assess a student's reading, writing, listening comprehension, and speaking skills in English and Spanish in order to determine language dominance.

Score Interpretation: This instrument yields stanine scores and percentile ranks by grade.

Grade Range: K-12: Level I, grades K-2; Level II, grades 3-6; Level III, grades 7-12 (reviewed for grades K-6)

Target Ethnic Group: Hispanic (reviewed for Puerto Rican)

Administration Time: Level I, from 5-10 minutes; Level II, approximately 41 minutes; timed.

Administrator Requirements: The administrator should be proficient in the language in which the test is administered and should be thoroughly familiar with the examiner's manual.

Author: Office of Educational Evaluation of the Board of Education of the City of New York

Source: Houghton Mifflin Company, Test Department, P.O. Box 1970, Iowa City, Iowa 52240

Cost: Each test booklet and examiner's manual costs $.34 per copy for Level I and $.49 for Level II. The technical report costs $3.25.

This norm-referenced instrument is composed of parallel English and Spanish versions. Level I contains 40 items; level II contains 92 items. The instrument is first administered in English. The administrator then uses the Spanish version to test students who scored below a designated cutoff point. Students respond orally, by pointing, by writing in the test booklet, and by marking answer sheets (on Level II only). Individual administration is required for Level I and for part of Level II.

Technical Information

The developers have established separate norms for the English and Spanish versions of the LAB. The English norming sample consisted of 12,532 monolingual students and the Spanish sample 6,271 Spanish-speaking students, all enrolled in grades K-12 in New York City. Reviewers felt the norms were well developed and well reported. The developers report reliability coefficients and standard error of measurement for all levels and subtests of both versions of this instrument. After studying the learning objectives provided for each subtest, Guide reviewers stated that the instrument had good face validity.

Cultural and Linguistic Information

Reviewers found the vocabulary, format, and procedures for Level I to be culturally and linguistically appropriate for Puerto Rican students in grades K-2. However, they felt that the item content in the reading section was inappropriate for students in grades K-2 because many items required abstract reasoning as well as reading ability. Reviewers commented that the speaking section did not adequately test speaking since it only required the child to produce one-word responses. Reviewers felt that because of the computerized answer sheets, the timed nature of the reading tests, and the fine auditory discrimination required for the listening tests, Level II might not be appropriate for Puerto Rican students recently arrived in the United States.

1971 — LANGUAGE DOMINANCE CRITERIA — Second Revision

Descriptive Information

Purpose: To determine whether a student's dominant language is Spanish or English.

Score Interpretation: This instrument yields raw scores for Spanish and English performance.

Grade Range: K-1

Target Ethnic Group: Mexican-American

Administration Time: Approximately 12 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Authors: Fernando Canedo, David Gustafson, Américo López-Rodríguez

Source: Title VII Bilingual Program, California State University, Fullerton, California 92634

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This diagnostic instrument is composed of a social dominance section, which elicits home language usage patterns, and a performance section which assesses language fluency. A total of 8 equivalent, although not always parallel, questions are first asked in Spanish. The child is then retested in English on the questions he or she missed on the Spanish version of the test. Students respond orally and answers are hand scored. Individual administration is required.

Technical Information

The authors have used the LANGUAGE DOMINANCE CRITERIA with 75 Mexican-American 5- and 6-year-old children in southern California. These children were from low- to low-middle-income families living in an urban area. This instrument was developed as a tangential product of the authors' research, and it has not been standardized or validated in any formal sense. The reviewers commented that accurate scoring of this instrument requires a bilingual person who has had training in linguistics and who can make comparative judgments about student responses. Reviewers noted that while there was no rationale presented for the 5 criteria for judging the performance scales, the instrument appeared to have face validity. They felt that the administrator's manual was in need of further refinement.

Cultural and Linguistic Information

Reviewers found the vocabulary and procedures to be linguistically and culturally appropriate for use with Mexican-American students in grades K and 1. They commented that additional questions or options should be included in the performance section of the test.

1973 — LANGUAGE DOMINANCE SURVEY

Descriptive Information

Purpose: To determine whether a student's dominant language is Spanish or English.

Score Interpretation: This instrument yields raw score totals used to place students in one of the following categories: Spanish Dominant, English Dominant, Bilingual, Limited English, Limited Spanish, or Speech Referral.

Grade Range: K-8 (reviewed for grades K-6)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 10 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Los Nietos School District

Source: Los Nietos School District, Bilingual Program, P.O. Box 2006, Los Nietos, California 90610

Cost: Not specified.

This rating scale is designed to provide a rough estimate of the language dominance of a student whose parents are native Spanish speakers as determined by the **LANGUAGE DOMINANCE SURVEY (To Be Completed By Parents)** (see Comprehensive Index). The Spanish and English forms of this scale each contain 10 parallel items. In response to the administrator's oral questions and commands, the student performs specific tasks and answers questions related to daily living situations. Responses are hand scored. Individual administration is required.

Technical Information

As part of a district-wide assessment program in southern California, approximately 8500 Mexican-American students in grades K-8 used this instrument. Most of these students were from lower-middle-income families living in a suburban area. Reviewers were unable to comment on the psychometric characteristics of this instrument because norms and reliability and validity measures were not provided by the author. Reviewers felt that the scoring procedures were inadequately defined. They also stated that educators wishing to use this instrument should conduct their own inter-rater reliability studies. Reviewers felt that the administration procedures were not clearly explained.

Cultural and Linguistic Information

Reviewers felt that the item content, vocabulary, and format were culturally and linguistically appropriate for Mexican American students in grades K-6. They thought that for some children the question **With whom do you live?** might be indiscreet. Reviewers gave low ratings to the student directions and to administration procedures because the interviewing techniques were not clearly explained.

1975 — LANGUAGE USAGE INVENTORY

Descriptive Information

Purpose: To determine a student's language dominance or degree of bilinguality in English and Spanish.

Score Interpretation: This instrument yields raw scores which represent a student's Spanish and English language skills. Scores are compared to determine a student's dominant language.

Grade Range: K

Target Ethnic Group: Mexican-American

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Nellie Garcia

Source: Title VII Bilingual/Bicultural Program, Brooks County Independent School District, P.O. Box 589, Falfurrias, Texas 78355

Cost: A copy of the LANGUAGE USAGE INVENTORY with accompanying instructions costs approximately $2.00 and may be duplicated at the user's expense.

This inventory is composed of three parts which measure general comprehension, language preference, and vocabulary in Spanish and English. There are 15 parallel questions in each language. Questions are asked first in Spanish and then in English. Students answer orally or use basic motor skills to respond to commands. Answers are hand scored. Individual administration is required.

Technical Information

Approximately 315 Mexican-American kindergarten students in a rural, low-income area of Texas have used the LANGUAGE USAGE INVENTORY. No reliability or validity studies are available. However, reviewers felt the instrument's validity might be limited because students' answers in English would be affected by their memory of questions they had just heard in Spanish. Reviewers noted that the instructions for the test administrator were adequate, but they felt that the guidelines for scoring were subjective, since the test administrator is asked to determine the spontaneity of each answer.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, illustrations, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-2.

1977 — MARYSVILLE TEST OF LANGUAGE DOMINANCE — Revised

Descriptive Information

Purpose: To determine whether a student's dominant language is Spanish or English and to provide descriptive information about the student's background.

Score Interpretation: This instrument yields raw scores in Spanish and in English, which may be compared to determine the language in which the student functions best.

Grade Range: K-5

Target Ethnic Group: Mexican-American (see also Chinese and Tagalog entries)

Administration Time: Approximately 40 minutes; not timed.

Administrator Requirements: The administrator should be proficient in the language in which the instrument is administered.

Author: Eleanor Thonis

Source: Marysville Reading-Learning Center, Marysville Joint Unified School District, 11th and Powerline, Olivehurst, California 95961

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This structured, diagnostic interview guide consists of parallel forms in English and Spanish designed to assess students' listening, speaking, reading, and writing skills. There are 60 items on each form. Instructions are given orally. Students respond orally, in writing, or by performing specific tasks on command. Answers are hand scored. Individual administration is required.

Technical Information

This instrument has been used with approximately 1000 Mexican-American students in grades K-5. Some of the students were migrants and others were from urban and rural settings. Norms and reliability and validity measures were not available. The author claims face validity for this instrument, based on teacher judgments and on the selection of test items which appeared familiar to every student. The author has stated that this test is not a rigorous research tool, nor is it a precision instrument which purports to measure levels of language competency. It is a preliminary screening device which should be used in conjunction with other assessment instruments when scores in English and Spanish are relatively equal. Reviewers felt that the examiner's manual was highly acceptable because it was clearly written and easy to use.

Cultural and Linguistic Information

Hispanic

The directions, format, item content, and procedures were found to be culturally and linguistically appropriate for Mexican-American students in grades K-5. Reviewers cautioned that the examiner should be sure to heed the author's suggestion that less formal speech be used as needed. Reviewers also felt that information obtained from this structured interview guide should be supplemented with information obtained from natural speech samples.

1970 – ORAL LANGUAGE INVENTORY – Levels I and II

Descriptive Information

Purpose: To determine whether a student's dominant language is Spanish or English.

Score Interpretation: This instrument yields raw scores in English and Spanish which are compared in order to determine a student's language dominance.

Grade Range: K-3; Level I is for non-readers, and Level II is for students who can read.

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Nilda Garcia, Irma Garcia, and Charlene Washburn

Source: Bilingual Education Program, Robstown Independent School District, 101 West Avenue E, Robstown, Texas 78380

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

Each form of this screening instrument contains 10 items related to language use in specific situations. Students respond by placing a check in the Spanish or English column which follows each question. Instructions and items are available in both English and Spanish for Levels I and II. Both individual and group administration are appropriate. Responses are hand scored.

Technical Information

This instrument has been used with rural, lower-middle-income Mexican-American children in Robstown, Texas. Since no reliability or validity studies have been made and no normative data are available, the reviewers felt that there was no substantial basis for assuming that 6 out of 10 correct responses in either language indicated that a child was dominant in that language. Nevertheless, reviewers noted that the instrument might be useful as an initial screening device. Reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the directions, item content, format, vocabulary, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-3.

1975 – PICTORIAL TEST OF BILINGUALISM AND LANGUAGE DOMINANCE

Descriptive Information

Purpose: To determine a student's language dominance and oral vocabulary development in Spanish and English.

Score Interpretation: This instrument yields a standard score called the Language Quotient and a Language Profile.

Grade Range: K-2

Target Ethnic Group: Mexican-American

Administration Time: Not timed.

Administrator Requirements: The test administrator should be proficient in Spanish and English and should have carefully studied the suggested scoring procedures.

Authors: Darwin Nelson, Michael Fellner, and C. L. Norrell

Source: Texas Testing Services, Inc., 401 Poenisch, Corpus Christi, Texas 78412

Cost: A specimen set, which includes a manual, a 40-card booklet for Part I, a 2-card booklet for Part II, and a package of 25 answer sheets, cost $18.50

Part I of this diagnostic instrument consists of 40 pictures designed to elicit a particular vocabulary word as a response. Part II contains 2 pictures about which the student is asked to tell a story and then to answer questions. Students respond orally and answers are hand scored. Individual administration is required.

Technical Information

The authors normed the PICTORIAL TEST OF BILINGUALISM AND LANGUAGE DOMINANCE with 468 Mexican-American kindergarten, first, and second grade students in south Texas. The manual strongly suggests that local norms be developed for those using the instrument in other parts of the United States. The reviewers found the Language Quotients derived from standard scores to be a good attempt at comparing a student's English- and Spanish-speaking ability. The manual reports 3 types of reliability, ranging from .35 to .90. Reviewers considered these reliability coefficients to be generally satisfactory. Reviewers also felt that the validity studies reported were sound in light of the test development rationale provided by the authors. Reviewers felt that the administrator's manual was clearly written. They noted, however, that the scoring procedures were somewhat subjective, since the test administrator was asked to interpret which sentences communicated complete thoughts.

Cultural and Linguistic Information

Reviewers found the item content, vocabulary, and procedures to be appropriate for Mexican-American students in grades K-2. Reviewers did note, however, that Spanish and English instructions were not parallel for Part II. The stimulus pictures were not available for review.

1975 — SAN BERNARDINO LANGUAGE DOMINANCE SURVEY

Descriptive Information

Purpose: To determine whether a student's dominant language is Spanish or English.

Score Interpretation: This instrument yields a percentage score and provides recommendations for placement.

Grade Range: K-12 (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: San Bernardino Bilingual Office

Source: San Bernardino Bilingual Education Office, 799 F Street, San Bernardino, California 92410

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This survey measures the listening and speaking skills of students in grades K-1 and the listening, speaking, reading, and writing skills of students in grades 2-6. There are 21 items for grades K-1 and 37 for grades 2-6. The test administrator asks parallel but not identical questions first in English and then in Spanish. Students respond orally, in writing, and by pointing to pictures on a chart. Answers are hand scored. Individual administration is required.

Technical Information

Approximately 5000 Spanish- and English-speaking students in grades K-12 have used this instrument. The students were from a semi-rural area in southern California. Reviewers were unable to evaluate the psychometric characteristics of this instrument because the authors had done no reliability or validity studies. Reviewers felt that the administrator's manual lacked clear instructions for scoring the oral skills section of the test.

Cultural and Linguistic Information

Reviewers found the item content, vocabulary, illustrations, format, and procedures to be appropriate for Mexican-American students in grades K-6. They noted that specific student directions were not presented in English or in Spanish, and that the Writing Proficiency section would be more properly entitled Spelling Proficiency.

1973 — SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGE

Descriptive Information

Purpose: To assess language dominance and auditory comprehension in Spanish and English in order to screen students who will need more complete testing.

Score Interpretation: This instrument yields raw scores for Spanish and English. Percentile ranks by chronological age are given for the English version only.

Grade Range: Pre K-3 (reviewed for grades K-3)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The test administrator should be proficient in Spanish and English.

Author: Elizabeth Carrow-Woolfolk

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: Each student booklet costs $.80 and the Test Manual costs $3.95

The Spanish- and English-language versions of this instrument each contain 25 parallel items. The test administrator reads a word, phrase, or sentence aloud, and the students must mark the picture that best corresponds in their test booklets. Answers are hand scored. This instrument is designed to be administered to 3-year-old children in groups of 4; to 4- and 5-year-old children in groups of 6 to 10; and to children 6 years of age and above in groups of 10 to 30. The administrator should first give the test in the language in which the child appears to be "least competent."

Technical Information

The developer normed this instrument in Austin, Texas, with 418 Anglo-American, Black, and Mexican-American students from 3 to 6 years of age. Percentile norms are available for the English-language version only. Although the manual suggests that these are appropriate also for the Spanish version, reviewers felt that this claim was unacceptable. Reviewers did feel that the test-retest reliability coefficient of .60 for the Spanish-language version was acceptable. In addition, they stated that the test items appeared to have face validity and that this instrument could be appropriate for the identification of children needing further language testing. Reviewers felt that that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the format, directions, illustrations, and procedures to be acceptable for use with Mexican-American students in grades K-3. However, they felt that the item content and vocabulary were too difficult for students in kindergarten and grade 1. Reviewers suggested such vocabulary substitutions as **hoja** for **página**, **seguir** for **continuar**, and **entender** for **comprender**.

1972 — SPANISH-ENGLISH DOMINANCE ASSESSMENT TEST

Descriptive Information

Purpose: To determine a student's dominant language.

Score Interpretation: This instrument yields comprehension and production raw scores which can be converted to a 5-point scale ranging from 5 (Spanish Dominant) to 1 (English Dominant).

Grade Range: 1-2

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The interviewer should be a native Spanish speaker. The recorder should be literate in both English and Spanish.

Authors: Bernard Spolsky and Penny Murphy

Source: Educational Testing Service, ETS Test Collection, Tests in Microfiche, Princeton, New Jersey 08540

Cost: A microfiche copy of this test costs $5.00.

This diagnostic interview guide contains parallel questions in Spanish and English. A first set of questions is designed to determine which language a student uses at home and at school. A second set of questions asks the student to list words related to four areas: kitchen, yard, block, and school. A third section consists of a taped speech sample based on the student's descriptions of pictures shown by the interviewer. All responses are oral. Answers are hand scored. Individual administration is required.

Technical Information

In 1970, the authors field tested this instrument with approximately 100 Spanish-surnamed children in Albuquerque, New Mexico. The students were in grades K-2 at a Title VII school and came from low- to middle-income families. Reviewers were unable to evaluate the psychometric characteristics of this instrument because no information on validity or reliability was available. The authors stated that the test should be validated locally. Reviewers gave the test manual a high rating because of the clarity of the instructions and the ease with which directions can be delivered during the testing session.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-2. They indicated that the test provides only a very broad assessment of the student's dominant language, focusing primarily on where the student uses Spanish and with whom.

1976 — SPANISH/ENGLISH LANGUAGE PERFORMANCE SCREENING (S/ELPS)

Descriptive Information

Purpose: To assess a student's language dominance.

Score Interpretation: This instrument yields raw scores and provides criteria for classifying student language ability into one of six categories.

Grade Range: K-3

Target Ethnic Group: Hispanic (reviewed for Mexican-American)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English, should be familiar with the handbook, and should have practiced administering the test.

Author: Southwest Educational Development Laboratory

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: A classroom kit, which includes an examiner's handbook, 1 set of 4 stimulus pictures, manipulatives, and 40 report forms costs $40.00. Replacement forms are $6.00 for a set of 40.

This instrument is composed of parallel but not identical sections in Spanish and English. It is designed to assess listening and speaking skills by sampling 5 language activities: Answering Questions, Naming Objects, Following Directions, Describing Objects, and Describing Pictures. Each section contains 10 items, and the Spanish section is administered first. Students respond orally, and answers are hand scored. Individual administration is required.

Technical Information

The author field tested this instrument with 500 4- and 5-year-old Mexican-American students in kindergarten and day care centers. Reviewers commented that although no norms are given, this instrument provides a decision method for classifying a student's language as Spanish, Predominantly Spanish, Bilingual, Predominantly English, English, and Undetermined. The author performed two test-retest reliability studies with groups of 30 and 80 students and obtained reliability coefficients ranging from .74 to 1.00. Validity studies showed a high correlation between scores on this instrument and teacher judgment. The author does not describe the language dominance of the students for whom the reliability and validity statistics were obtained and does not provide separate validity and reliability information for Spanish and English speakers on the Spanish and English sections of the test. Reviewers stated that if the reliability measures were based only on total scores and if the sample were composed of half Spanish- and half English-dominant students, high reliability would be assured. Reviewers assumed, however, that the reliability and validity were acceptably high for most purposes. In addition, they felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the student directions, item content, vocabulary, illustrations, format, and procedures to be highly appropriate culturally and linguistically for Mexican-American students in grades K-3.

1975 — TEST OF LANGUAGE DOMINANCE (TOLD) — Spanish Version

Descriptive Information

Purpose: To assess a student's proficiency in Spanish and English and to identify his or her dominant language.

Score Interpretation: This instrument yields total Spanish and English proficiency scores, a bilingual ratio score corresponding to 1 of 5 dominance categories, and percentile equivalent scores by grade level.

Grade Range: K-2

Target Ethnic Group: Mexican-American (see also Navajo and Tagalog entries)

Administration Time: Approximately 25 minutes; Part I is paced and Part II is timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Willard P. Bass

Source: Southwest Research Associates, Inc., P.O. Box 4092, Albuquerque, New Mexico 87106

Cost: A copy of this instrument costs $1.00.

This 60-item norm-referenced instrument is designed to measure a student's listening comprehension and speaking skills. The test is divided into 2 parts. Each part contains sections in Spanish and in English. In Part I the examiner names or describes 52 objects, and the students mark corresponding pictures in their test booklets. In Part II, which is individually administered, the examiner asks each student to name as many domain-related objects as he or she can in 1 minute. Students respond first in Spanish and then in English. The 4 domains tested are home, school, out of doors, and parts of the body. All answers are hand scored.

Technical Information

In 1975, the authors normed this instrument with 1022 students who spoke English, Navajo, Spanish, Ute, Yupik, and Zuni. Reviewers were unable to evaluate the psychometric characteristics of this instrument because the authors did not describe the procedures they followed when norming, validating, and determining the reliability of this instrument. Although reviewers felt that the concept of a bilingual ratio score was interesting, they thought that it should have been more fully discussed in the technical manual. Reviewers indicated that the instructions in the administrator's manual were generally clear, although no instructions were provided in Spanish.

Cultural and Linguistic Information

Hispanic

Reviewers found the item content, vocabulary, illustrations, format, and procedures to be generally appropriate for Mexican-American students in grades K-2. They felt that the directions were not sufficiently explicit for kindergarten students and that, to put the children at ease, informal pronouns should have been used in the student directions.

Language Dominance

Spanish Language Proficiency

English Language Proficiency
Achievement in Mathematics
Achievement in Science
Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1974 – AUSTIN SPANISH ARTICULATION TEST

Descriptive Information

Purpose: To assess phonemic unit production in Spanish.
Score Interpretation: This instrument indicates the number and types of errors made by each student.
Grade Range: Pre K-6 (reviewed for grades K-6)
Target Ethnic Group: Mexican-American
Administration Time: Approximately 25 minutes; not timed.
Administrator Requirements: The administrator should be experienced in articulation testing and must have a working knowledge of the Spanish phonemic system.
Author: Developed under the supervision of Elizabeth Carrow-Woolfolk
Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705
Cost: A test kit containing a test manual and 25 scoring forms costs $6.95.

This diagnostic instrument measures a student's ability to articulate all single consonants and vowels, major diphthongs, and consonant clusters in the Spanish language. There are 59 test items which contain partial sentences. The teacher reads each stimulus sentence aloud and shows the child a picture. The child must complete the sentence by stating the missing vocabulary word suggested by the picture. Answers are hand scored. Individual administration is required.

Technical Information

The publisher states that approximately 25,000 Mexican-American students have used this instrument. The publisher does not explain the item analysis procedures used by the developers to validate this instrument and makes no claims for the test's reliability. Due to this lack of information, reviewers were unable to comment on the psychometric characteristics of this instrument. Reviewers suggested that educators planning to use this instrument should conduct their own inter-rater reliability studies. Reviewers gave the administrator's manual a high rating based on the clarity of the instructions and on the ease with which directions can be delivered during the testing session.

Cultural and Linguistic Information

Reviewers felt that the directions, item content, vocabulary, format, and procedures were culturally and linguistically appropriate for Mexican-American students in grades K-2. They noted that some pictures were not typical of the Mexican-American culture. For example, the stimulus sentence **Aquí están mamá y papá** is illustrated by a picture of a young man smoking a pipe and a young woman knitting. In addition, reviewers noted that some items tested consonant combinations that do not exist as blends in Spanish, such as **lt** and **st.**

1975 – BAKERSFIELD AMILLARAMIENTOS DE DESTREZAS – Levels A-J and DESTREZAS DE LENGUAJE ORAL

Descriptive Information

Purpose: To assess pre-reading, reading, and oral language skills in Spanish.
Score Interpretation: These instruments yield an indication of a student's mastery of specific reading and oral language objectives.
Grade Range: K-6: Levels A & B, Kindergarten; Level C, grade 1; Level D, grade 2; Level E, grade 3; Level F, grade 4; Levels G & H, grade 5; Level I, grade 6; Level J, enrichment
Target Ethnic Group: Mexican-American
Administration Time: From 5 to 30 minutes per skill sheet; not timed. The time for the DESTREZAS DE LENGUAJE ORAL checklist is not specified.
Administrator Requirements: The administrator should be proficient in Spanish.
Author: Bakersfield Bilingual-Bicultural Program
Source: Bilingual Department, Bakersfield City School District, Education Center, 1300 Baker Street, Bakersfield, California 93305
Cost: One copy of each of the AMILLARAMIENTOS DE DESTREZAS, Levels A-J, and one DESTREZAS DE LENGUAJE ORAL checklist are sold as part of the Bakersfield Proceso Individualizado (BIP). The BIP also contains a teacher's guide, booklets of Spanish and English objectives, an answer book, an Informal Reading Inventory, one class profile, and 20 individual reading profiles. It costs $85.00.

These skill sheets can be used to obtain pre- and posttest measures of student reading performance in Spanish. Parallel skill sheets are available in English. For each reading level there are from 16 to 18 behavioral objectives and from 100 to 180 test items. The skills assessed include reading readiness, grammar, vocabulary, and reading comprehension. The administrator gives the test orally in Spanish. Students respond orally, by marking or writing answers, and by performing specific tasks. Responses are hand scored. Group administration is appropriate for some skill sheets. The DESTREZAS DE LENGUAJE ORAL checklist, to be completed by the teacher, contains 49 oral language objectives.

Technical Information

Approximately 2000 Mexican-American elementary-school-age students have used these instruments. Students were from low- to middle-income families living in California's San Joaquin Valley. Reviewers felt that the skill sheets were good examples of performance-based, criterion-referenced tests originally developed for a particular instructional program. They stated that the instruments could be used for student placement as well as for formative and summative evaluation. Reviewers gave the administrator's manual a high rating because of the clear instructions and the ease with which directions can be delivered during a testing session.

Cultural and Linguistic Information

Reviewers indicated that the directions, item content, vocabulary, illustrations, and procedures were culturally and linguistically appropriate for use with Mexican-American students in grades K-6.

1976 – CRS SPANISH PLACEMENT DIAGNOSTIC TEST

Descriptive Information

Purpose: To assess a student's readiness to begin reading in Spanish.
Score Interpretation: This instrument yields the number of errors made by a student in each of 6 skill areas.
Grade Range: K-1
Target Ethnic Group: Hispanic (reviewed for Mexican-American)
Administration Time: Approximately 24 minutes; not timed.
Administrator Requirements: The administrator should be proficient in Spanish and English.
Author: Barbara J. Crane
Source: Crane Publishing Company, 1301 Hamilton Avenue, P.O. Box 3713, Trenton, New Jersey 08629
Cost: Not specified.

This diagnostic instrument consists of 36 items designed to assess a child's ability to recognize sound/symbol relationships and to identify spoken and written words that rhyme. The administrator gives instructions orally in Spanish. Students respond by writing letters or by marking pictures on work sheets. Answers are hand scored. Group administration is appropriate.

Technical Information

Reviewers were unable to evaluate the psychometric characteristics of this instrument because the author had not conducted reliability and validity studies and because she was unable to provide information regarding the number and ages of Hispanic students who had used this instrument. Reviewers felt that the administrator's manual was adequate because of the clarity of the instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for Mexican-American children in grades K and 1. Although the author claims that this test can be used independently of the Crane Reading System, reviewers felt that its use as a diagnostic test was limited because the test refers administrators to no prescriptive information other than the Crane Reading System.

1975 – C.S.U.F. SPANISH LANGUAGE ARTS TEST – Levels III-IV

Descriptive Information

Purpose: To assess a student's mastery of spelling, grammar, and reading comprehension objectives.
Score Interpretation: This instrument yields raw scores indicative of the degree of mastery of specific objectives for spelling, grammar, and reading comprehension.
Grade Range: 3-6. The authors recommend that levels be assigned to students on an individualized basis, depending upon estimated reading level.
Target Ethnic Group: Mexican-American
Administration Time: 70 minutes; timed. Each level should be administered in two 35-minute sessions.
Administrator Requirements: The administrator should be proficient in Spanish.
Authors: David L. Dickson and Martha G. Randeri
Source: Title VII Bilingual Education Program, California State University at Fullerton, Fullerton, California 92634
Cost: A set of tests with content objectives for each level costs approximately $5.00 for duplication and mailing expenses.

This objective-referenced instrument, composed of 4 tests, measures oral communication (listening and speaking), spelling, reading comprehension, grammar, and creative expression skills. There are 85 items in Level III, 74 items in Level IV, 106 items in Level V, and 46 items in Level VI. The administrator gives oral instructions in Spanish. Students respond orally and by marking test booklets which are hand scored. Both individual and small-group administration are required.

Technical Information

Approximately 100 Mexican-American and Latin American students in grades 3-6 have used this instrument. Students were from lower-middle income families living in an urban area in southern California. Reviewers were not able to evaluate the psychometric characteristics of this instrument because validity and reliability studies had not been conducted. They gave the administrator's manual a low rating because the directions to the students were not explicit.

Cultural and Linguistic Information

Reviewers found the item content and vocabulary to be culturally and linguistically appropriate for Mexican-American students, but they felt that the directions, procedures, and format needed some revision. For example, they noted that the directions to the students were very brief and that some subtests on Level III were too long for younger students. They commented that the tests had a heavy emphasis on grammar, making them generally more appropriate for the upper than for the lower elementary school grades.

1973 – COMPRENSION DEL LENGUAJE ORAL – INTERAMERICANA – Forms PRE and POST

Descriptive Information

Purpose: To assess listening comprehension in Spanish at the early stages of formal instruction.

Score Interpretation: This instrument yields raw score totals. The development of local norms is suggested and sample norms are provided by the publisher.

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American and Puerto Rican)

Grade Range: Not specified (reviewed for grades K-6).

Administration Time: Approximatly 30 minutes; paced.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Herschel T. Manuel

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: A set of directions and 25 test booklets cost $6.00.

This diagnostic instrument measures a student's ability to understand oral Spanish. There are 35 test items composed of short sentences which vary in degree of grammatical complexity. Instructions are given orally. Students respond by marking pictures in their test booklets. Answers are hand scored. Group administration is appropriate. With younger children, the group size should not exceed 10 students. The English-language version of this instrument, COMPREHENSION OF ORAL LANGUAGE, is also reviewed in this catalogue.

Technical Information

Although this instrument has been used widely in the northeastern and southwestern United States, exact information as to the number and ages of Hispanic students who have been tested is not available. Reviewers were unable to comment on the psychometric characteristics of this instrument because reliability and validity measures were not available. Reviewers indicated that this instrument might be useful in school districts where the instructional program content is similar to the content of the test. Reviewers felt that the instructions and directions in the administrator's manual were acceptable with reservations: they noted that the directions to the administrator were poorly formulated and that the scoring procedures were in need of clarification.

Cultural and Linguistic Information

With certain reservations, reviewers felt that the directions, item content, vocabulary, illustrations, format, and procedures were appropriate for use with Cuban, Mexican-American, and Puerto Rican students. Reviewers noted that the directions were long and unnecessarily complex, and they questioned the testing procedures, since administrators are instructed not to aid students during the practice exercises. They also felt that words such as **cubo** and **sillón** were not common to the experience of younger children. Reviewers also noted that the pictures were outdated, often unclear, and not culturally relevant for Hispanic students, especially those living in large urban areas.

1975 – DEL RIO LANGUAGE SCREENING TEST

Descriptive Information

Purpose: To detect mild to moderate difficulties in a student's Spanish and English language facility.

Score Interpretation: Percentile norms are provided for Anglo-American, English-dominant Mexican-American, and Spanish-dominant Mexican-American children. When a child is tested in other than his predominant language, the norm for that language becomes only a model to which a child's score can be compared.

Grade Range: K-1

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The test administrator should be proficient in Spanish and English.

Authors: A. S. Toronto, D. Leverman, C. Hanna, P. Rosenzweig, and A. Maldonado

Source: National Educational Laboratory Publishers, Inc., Box 1003, Austin Texas 78767

Cost: Not specified.

This norm-referenced instrument is composed of 5 subtests which measure receptive vocabulary, length of sentences repeated, complexity of sentences repeated, oral commands, and story comprehension. There are 60 items. Students respond orally and by pointing. Answers are hand scored. Individual administration is required.

Technical Information

The authors standardized the DEL RIO LANGUAGE SCREENING TEST in south Texas with 384 Mexican-American students ranging from 3 to 6 years old. Classroom teachers had assessed all these students as "normal." The authors determined which students spoke a given language at home more than 75% of the time and used these students to determine the norms for that language. The reviewers felt that the norming sample was too small a group from which to generalize to a comprehensive population. Reviewers felt that reliability coefficients ranging from .57 to .88 were not impressively high because they were based on a highly variable sample composed of 32 students, with 8 from each of 4 different age groups. As a measure of validity, the authors present data showing significant increases in scores as a function of age, but reviewers noted that such evidence did not relate closely to the purpose of the test, which is to detect difficulties in language facility which were often overlooked. Reviewers felt that the administrator's manual was clear and easy to use, except for the difficulties inherent in including the pictorial stimuli in the manual itself.

Cultural and Linguistic Information

Reviewers found the format and procedures to be culturally and linguistically appropriate for Mexican-American children in grades K-1. They noted that the item content, vocabulary, and illustrations were acceptable with minor modifications. For example, they commented that several illustrations seemed too abstract for this age group and that such vocabulary items as **calefacción** and **vestuario** appeared inappropriate.

1974 – DOS AMIGOS VERBAL LANGUAGE SCALES

Descriptive Information

Purpose: To obtain a measure of the bilingual child's English and Spanish language development at the conceptual level.

Score Interpretation: This instrument yields percentile scores by chronological age.

Grade Range: K-6

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Donald E. Critchlow

Source: Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901

Cost: A manual costs $6.00. A package of 25 test sheets costs $5.00.

This norm-referenced diagnostic instrument consists of 85-item lists of Spanish and English words. As the administrator reads each word, the student responds by stating an acceptable antonym. After 5 consecutive errors in one language, the scale is administered in the second language. Answers are hand scored. Individual administration is required.

Technical Information

This instrument was standardized in Texas with 1224 Mexican-American children in grades K-6 whose first language was Spanish. The author reports test-retest reliability coefficients of .70 and .62 for kindergarten students and .97 and .90 for students in grade 1. However, reviewers stated that the test-retest method was inappropriate for determining the reliability of a cognitive test such as this where memory is a factor which will raise the coefficients spuriously. Reviewers added that the kindergarten level coefficients were very low. The content of this instrument was validated by a panel of experts and the author claims concurrent validity based on positive, though undocumented, relationships between scores of 30 children on this instrument and on the GILMORE ORAL READING TEST. Reviewers felt that the examiner's manual was clearly written and easy to use.

Cultural and Linguistic Information

With some reservations, reviewers found the directions, item content, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-6. Reviewers noted that the lexical items in Spanish start with content that is familiar to the child, but, as the difficulty of the items increases, words appear that are literary and infrequently used. Reviewers were concerned about the scoring key, which is so rigidly constructed that it does not permit the use of alternative, linguistically correct responses. Reviewers cautioned that users of this instrument should keep in mind that this instrument measures one aspect of oral language, vocabulary development, and does not assess development in such areas as language structure or pronunciation.

1972 – EXAMEN EXPLORATORIO DE LENGUA ESPAÑOLA – Levels Pre K-III

Descriptive Information

Purpose: To assess a student's listening, speaking, and reading skills in Spanish.

Score Interpretation: This instrument yields raw scores from which percentage scores may be computed.

Grade Range: Pre K-3: Level K, Kindergarten; Level I, grade 1; Level II, grade 2; Level III, grade 3

Target Ethnic Group: Hispanic (reviewed for Cuban and Puerto Rican)

Administration Time: Level K, approximately 40 minutes; Level I, approximately 75 minutes; and Levels II and III, approximately 60 minutes each; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Authors: Bilingual Center

Source: Bilingual Center, City School District #17, 960 Prospect Place, Brooklyn, New York 11213

Cost: Not specified.

The 5 levels of this achievement instrument are modeled after, but not translated directly from, the METROPOLITAN ACHIEVEMENT TESTS. There are 14 items on Level K, 105 items on Level I, 132 items on Level II, and 77 items on Level III. Students respond orally and by marking in answer booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

Approximately 600 Hispanic students in grades Pre K-3 have used this instrument in New York City. The Spanish-dominant students were from low-income families and the English-dominant students were from middle-income families. The developers claim that this instrument has demonstrated adequate split-half reliability, face validity, and predictive validity. Reviewers were unable to comment on the psychometric characteristics of this instrument because the developers did not provide data to support their reliability and validity claims. Reviewers noted that the administrator instructions were written clearly in Spanish.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, illustrations, and procedures to be culturally and linguistically appropriate for Cuban and Puerto Rican students in grades K-3. Reviewers felt that the test sections might be too long for students in grades K-1 and that students might have difficulty reading the hand-printed items. Reviewers also noted that students might have problems with items in the Word Analysis section of Level 1, where they are required to make fine discrimination between written and spoken words such as **salvo** and **salgo.**

1975 – HAYWARD BILINGUAL MANAGEMENT SYSTEM SPANISH READING CRITERION-REFERENCED AND MASTERY TESTS – Levels K-VI

Descriptive Information

Purpose: To assess, in Spanish, a student's mastery of specific reading objectives.

Score Interpretation: This instrument yields raw score totals which can be compared to criterion performance standards.

Grade Range: K-6: each test level corresponds to 1 grade level

Target Ethnic Group: Mexican-American

Administration Time: Approximately 15 minutes per criterion-referenced test and 30 minutes per mastery test; not timed. The mastery tests are to be given at the end of the school year.

Administrator Requirements: The administrator should be proficient in Spanish.

Authors: The Committee for the Development of the Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano

Source: Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Cost: Each criterion-referenced test costs $.05 and each mastery test booklet costs $.40.

The 59 criterion-referenced tests and 7 mastery tests are designed to measure a student's listening, reading comprehension, and oral vocabulary skills. There are 8 criterion-referenced tests for grade K, 6 for grade 1, 12 for grade 2, 12 for grade 3, 8 for grade 4, 6 for grade 5, and 7 for grade 6. The mastery tests are composed of items culled from the criterion-referenced tests. The administrator gives oral instructions in Spanish. Students respond orally, in writing, or by marking test sheets, which are hand scored. Instructions on each test indicate whether group or individual administration is appropriate.

Technical Information

Since 1975, approximately 400 Mexican-American students in grades K-6 have used these instruments. Students were from an urban area in California. Reviewers were unable to evaluate the psychometric characteristics of these instruments because the authors had not performed reliability and validity studies. Reviewers stated, nevertheless, that the test objectives, test items, and criterion performance standards appeared to have face validity and that the tests would probably be appropriate for placement, diagnosis, and formative and summative evaluation. An administrator's manual is not available, and reviewers found some of the instructions written on each test to be unclear.

Cultural and Linguistic Information

Reviewers found the directions, vocabulary, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-6. They felt that true and false items should have been labeled **si** and **no** and that some of the illustrations might be difficult for students to identify.

1975 – INFORMAL LANGUAGE ASSESSMENT

Descriptive Information

Purpose: To assess a pupil's receptive and expressive language abilities.

Score Interpretation: This instrument yields scores on a 5-point continuum from 5 (excellent) to 1 (poor). Student performance is rated separately for English and Spanish.

Grade Range: Not specified (reviewed for grades K-6).

Target Ethnic Group: Mexican-American

Administration Time: Not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Eleanor Thonis

Source: Marysville Reading-Learning Center, Marysville Joint Unified School District, 11th and Powerline, Olivehurst, California 95961

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This diagnostic rating scale has parallel forms in Spanish and English that measure listening comprehension, pronunciation, vocabulary usage, and sentence structure. From a total of 30 questions the examiner selects 6 in Spanish and 6 in English that are appropriate for the child. Each form is administered separately and questions are asked exclusively in the language being assessed. Students respond orally and by performing various tasks. Answers are hand scored. Individual administration is required.

Technical Information

Approximately 1000 students in Marysville, California, have used this instrument. Reviewers were not able to evaluate the psychometric characteristics of the instrument because reliability and validity measures were not available, and because the author did not provide descriptive information about the Mexican-American children who have used this rating scale. Reviewers gave high rating to the administrator directions because they were clearly written and easy to use.

Cultural and Linguistic Information

The author provides no specific student directions. Reviewers felt that the item content and vocabulary were within the experiences of all children, although geared to the very young. They stated that the types of questions asked would limit the range of student response. Reviewers also indicated that, in order to make an accurate assessment of each child's language abilities, the examiner should be knowledgeable in linguistics.

1975 — INVENTARIO DE HABILIDADES PARA APRENDER A LEER

Descriptive Information

Purpose: To assess fundamental pre-reading skills in Spanish.

Score Interpretation: This instrument yields individual profile scores which can be compared with normal mean scores and analyzed in relation to performance objectives.

Grade Range: K-1

Target Ethnic Group: Hispanic (reviewed for Mexican-American)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Authors: Jack Shelquist, Barbara Breeze, and Bette Jaquot

Source: Educational Programmers, Inc., Box 332, Roseburg, Oregon 97470

Cost: A specimen set costs $4.65.

This objective- and norm-referenced instrument is designed to serve as a diagnostic and a predictive instrument. It is composed of 8 subtests which measure auditory memory, word discrimination, body awareness, locational and directional concepts, color discrimination, visual motor coordination, visual memory, and a student's knowledge of letter names. There are 82 items. Students respond orally, by marking in test booklets, and by performing specific tasks. Answers are hand scored. Individual administration is required. An English-language equivalent to this instrument, the INVENTORY OF READINESS SKILLS, is also available from Educational Programmers, Inc.

Technical Information

Although there are no norms available for the Spanish-language version of this instrument, the developers normed the English-language version in Oregon with 448 randomly selected students in Pre K through grade 1. The publisher reports a test-retest reliability coefficient of .98 for the English-language test, but no reliability measures for the Spanish test. Due to the lack of data related to the Spanish-language version of this instrument, reviewers were unable to comment on the technical excellence of this version. After studying the content objectives presented for each item, reviewers felt that on the whole the test had good face validity. They commented, however, that the letter-naming sections, which require the child to identify only 8 consonants and 1 vowel, might be too brief to be valid. Reviewers gave the administrator's manual an acceptable rating, although they commented that the instructions did not include cues for the administrator to use when eliciting student responses.

Cultural and Linguistic Information

In general, reviewers felt that the illustrations, vocabulary, item content, and format were culturally and linguistically appropriate for Mexican-American students in grades K and 1. However, reviewers questioned the arbitrary nature of some of the scoring procedures which gave narrow interpretations to such phrases as **arriba de** and **encima de**. For example, an answer is to be scored as incorrect if the child, when asked to place an X **arriba de** a picture of a table, draws the X touching the table. They also commented on vocabulary errors such as the use of **naranja** for the color orange.

1975 — LANGUAGE ASSESSMENT SCALES (LAS) — Spanish Version — Level I

Descriptive Information

Purpose: To assess a student's listening and speaking skills in Spanish.

Score Interpretation: This instrument yields a total converted score which is tied to 1 of 5 proficiency levels.

Grade Range: K-5

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 20 minutes; the prerecorded tape is timed.

Administrator Requirements: The administrator should have native proficiency in Spanish.

Authors: Edward A. DeAvila and Sharon E. Duncan

Source: Linguametrics Group, P.O. Box 454, Corte Madera, California 94925

Cost: This instrument is sold with an English-language version, also reviewed in this catalogue. An LAS examiner's kit, which includes administration and scoring instructions, pictorial stimuli, a Spanish-English audio cassette, and 100 English and 100 Spanish score sheets, costs $48.00. Additional score sheets are available at $5.00 per 100.

These diagnostic instruments contain 100 items designed to assess phonemic production and discrimination, lexical production, sentence comprehension, oral production skills, and a student's ability to use language to attain specific goals. Instructions are given orally, and item stimuli are either taped or pictured in the test booklet. Students respond orally or by pointing. Answers are hand scored. Individual administration is required. A Language Arts Supplement containing follow-up learning activities and language games related to each test item is available from the publisher.

Technical Information

The authors standardized this instrument with 105 5- to 12-year-old Spanish speakers of Mexican-American, Latin American, and Puerto Rican ethnicity. The authors report moderately high inter-rater reliability coefficients, ranging from .84 to .94. Since this instrument measures language proficiency, scores on this instrument show a low correlation with age. The reviewers gave excellent ratings to the administrator's manual because of the clarity of instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers felt that the directions, item content, format, and procedures were highly appropriate for use with Cuban, Mexican-American, and Puerto Rican students in grades K-5. They felt that some illustrations were too crowded and that others were too simplistic for fifth-grade students.

1975 — PRUEBA DE APTITUD PARA LA LECTURA (PAL)

Descriptive Information

Purpose: To assess reading readiness skills in Spanish.

Score Interpretation: This instrument yields raw scores which indicate a student's mastery of specific objectives.

Grade Range: K-1

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 25 minutes for each subtest; not timed. Subtests are to be administered on 3 consecutive days.

Administrator Requirements: The administrator should be proficient in Spanish.

Authors: Antonio Ramos, José Vázquez, Migdalia Romero de Ortiz, P. J. Hutchins, Gladys Ramírez, Ralph Tavares, Celia Moyano, Ana Silvente

Source: Santillana Publishing Company, 575 Lexington Avenue, New York, New York 10022

Cost: One copy of this instrument costs $.89.

This diagnostic instrument consists of 4 subtests which assess visual discrimination, concept development, motor coordination, and auditory discrimination. There are 52 test items, and students respond by performing specific tasks or by marking answers in hand-scorable test booklets. Group administration with up to 12 students is appropriate.

Technical Information

The publisher states that this instrument has been used with approximately 7369 Mexican-American and Puerto Rican kindergarten and first-grade students in the northeastern and southwestern United States. Students were generally from low- to lower-middle-income families. Reviewers were unable to evaluate the psychometric characteristics of this instrument because reliability and validity measures were not available. However, reviewers stated that the instrument appeared to contain items which are typically included on readiness tests and which are prerequisites for formal reading instruction. They gave excellent ratings to the administrator's manual, which, in addition to the instructions, contains behavioral objectives and prescriptive information related to each subtest.

Cultural and Linguistic Information

Reviewers felt that the directions, item content, illustrations, and format were culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican students in grades K-1. Reviewers suggested such vocabulary substitutions as **ropa** for **artículos de vestir,** and **dibuja un círculo** for **haz un círculo.** They also expressed concern that several illustrations might be too abstract for use with younger children.

1975 — PRUEBA DE ESPAÑOL COMO PRIMER IDIOMA

Descriptive Information

Purpose: To assess native language proficiency in written Spanish.

Score Interpretation: This instrument yields a raw score for each of the 13 test sections.

Grade Range: 4

Target Ethnic Group: Mexican-American

Administration Time: Approximately 60 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Salvador Flores

Source: Director of Bilingual Education, Pharr/San Juan/Alamo Independent School District, 301 South Dogwood, Pharr, Texas 78577

Cost: Not specified.

This instrument is composed of 56 items which measure the use of singular and plural nouns, diminutives and augmentatives, gender, pronouns, articles, adjectives, verb inflections, syllables, accent and stress, and punctuation. Students respond by marking answers on separate answer sheets. Answers are hand scored. Individual or group administration is appropriate.

Technical Information

Approximately 300 Mexican-American fourth-grade students in Texas have used this instrument. Reviewers were unable to comment on the psychometric characteristics of this instrument because no data were available on validity, reliability, or the method of test construction. Reviewers felt that the instructions for test administration were adequate but noted that it would be difficult to use this instrument for placement or diagnosis since the test contains no guidelines on scoring or score interpretation.

Cultural and Linguistic Information

Reviewers felt that the directions, item content, vocabulary, illustrations, format, and procedures were culturally and linguistically appropriate for Mexican-American students in grade 4. They noted that the vocabulary used reflects the Mexican dialect of Spanish and is especially appropriate for southwestern speakers of Spanish.

1976 – PRUEBA DE LECTURA C.I.D. – Forms A and B

Descriptive Information

Purpose: To assess a student's reading ability in Spanish.
Score Interpretation: This instrument yields percentile scores.
Grade Range: 1-6: Prueba de Vocabulario: items 1-30, grades 1-2; items 1-70, grades 3-4; items 1-100, grades 5-6. Prueba de Comprensión de la Lectura: items 1-20, grades 1-2; items 1-40, grades 3-4; items 1-55, grades 5-6.
Target Ethnic Group: Mexican-American
Administration Time: Approximately 40 minutes for the administration of the appropriate level of the Prueba de Vocabulario or the Prueba de Comprensión de la Lectura.
Administrator Requirements: The administrator must be proficient in Spanish.
Author: Magdalena Andrade
Source: Calexico Unified School District, Box 792, Calexico, California 92231
Cost: Not specified.

Forms A and B of the Prueba de Vocabulario each contain 100 items designed to assess such skills as word-picture association and the matching of vocabulary words with their definitions. Forms A and B of the Prueba de Comprensión de la Lectura each contain 55 questions based on short reading passages. The examiner gives the test instructions orally and students mark their responses on answer sheets. Answers are hand scored. Group administration is appropriate.

Technical Information

The author normed this instrument with 6119 Mexican and Mexican-American students in grades 1-6. Students were from families of varying income levels living in the border towns of Mexicali and Calexico. Reviewers commented that the .875 to .952 reliability coefficients for the vocabulary test appeared to be excellent. They felt that the reliability coefficients, ranging from .836 to .892, for the comprehension section were satisfactory. Reviewers presumed that the above data were based on the same norm groups, although this was not explicitly stated in the manual. Reviewers commented that the tests appeared to have face validity. They gave the administrator's manual a high rating because of the clarity of the instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers found the directions, item content, illustrations, and format to be culturally and linguistically appropriate for Mexican-American students in grades 1-6. They felt that although the test was not timed, the suggested times seemed too short for younger children. Reviewers cautioned that this instrument was normed with a border town population and that the vocabulary might be too difficult for students who used Spanish less frequently in their daily lives.

1976 – PRUEBA DE PREPARACION PARA LECTURA/ READING READINESS TEST

Descriptive Information

Purpose: To assess reading readiness in Spanish.
Score Interpretation: This instrument yields raw score totals which can be converted to 1 of 5 readiness levels.
Grade Range: K-1 (from the end of grade K through the middle of grade 1)
Target Ethnic Group: Mexican-American
Administration Time: Not specified; not timed. The authors suggest that this test be given in 2 sessions.
Administrator Requirements: The administrator should be proficient in the language in which the test is administered.
Authors: Carmen Canales and Walter McHugh
Source: Allen Company, 4200 Arbutus Court, Hayward, California 94542
Cost: A classroom set costs $13.95.

This diagnostic instrument contains 4 subtests which assess a student's ability to hear beginning sounds, to discriminate between words or letters that are similar, to recognize words that rhyme, and to circle letters named by the examiner. There are 90 items on the test. The examiner presents the test items orally in Spanish or English. Students respond by marking answers in their test booklets. Answers are hand scored. The authors suggest that this test be administered to approximately 6 students at a time.

Technical Information

Approximately 600 kindergarten and first-grade students have used this instrument in California. Reviewers were unable to evaluate the psychometric characteristics of the instrument because neither norms nor reliability and validity measures were available. They noted, however, that the test items appeared to have face validity. Reviewers felt that the instructions in the examiner's manual were generally clear, although they found grammatical errors and incorrect translations. They also felt that the manual should indicate whether or not the administrator may repeat each test question more than once. Reviewers additionally noted that the manual provides helpful prescriptive information for each readiness level.

Cultural and Linguistic Information

Reviewers felt that the item content, vocabulary, format, and procedures were culturally and linguistically appropriate for Mexican-American students in grades K-1. They noted that although the authors had made an effort to include illustrations which were culturally relevant, many were out of proportion, and such illustrations as the ham and the taco were difficult to recognize. Reviewers also indicated that the stimulus cards were too small to be used effectively with groups of more than 6 students.

89

1966 – PRUEBAS DE LECTURA – INTERAMERICANA – Levels I-III, Forms PRE and POST

Descriptive Information

Purpose: To assess reading achievement in Spanish.

Score Interpretation: A scoring service provides class reports and quartile reports. The publisher suggests the use of local norms and states that national norms will be available in 1977.

Grade Range: 1-13: Level I, grades 1.5-2; Level II, grades 2.5-3; Level III, grades 4-6; Level IV, grades 7-9; Level V, grades 10-13 (reviewed for grades 1-6)

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Level I, 18 minutes; Level II, 23 minutes; Level III, 41 minutes; timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Herschel T. Manuel

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: A package of 20 test booklets costs $6.50 for the hand-scorable edition and $11.50 for the machine-scorable edition.

This norm-referenced instrument assesses vocabulary and reading comprehension skills. There are 80 items on Level I, 110 items on Level II, and 125 items on Level III. The publisher provides student and administrator directions in Spanish. For Levels I and II, students respond by marking answers in test booklets. For Level III, students use a separate answer sheet. Answers can be hand or machine scored. Group administration is appropriate. The English-language version of this instrument, TESTS OF READING, is also reviewed in this Guide.

Technical Information

The publisher recommends the use of local norms and provides information on procedures to follow in developing such norms. The publisher makes no claims for the representativeness of the sample norms provided in the test manual. Reviewers for *The Seventh Mental Measurements Yearbook* (Buros, 1972) stated that alternate-form reliability coefficients ranging from .68 to .84 indicated that the subtests, if used independently, would be inadequate to measure individual differences among students. Yearbook reviewers also felt that the publisher had made a serious effort to assure that this instrument would closely parallel the English-language TESTS OF READING. Guide reviewers gave the administrator's manual a high rating because of the clarity of instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers felt that the directions, format, and procedures were culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican students in grades K-6. They noted that the illustrations depicted non-Hispanic adults and children and that for some items there appeared to be more than one correct answer. The reviewers felt that the vocabulary and item content were generally acceptable but cautioned that the language used in Level III might be too difficult for students who were not using Spanish consistently in their everyday speech.

1972 – PUPIL COMMUNICATION SKILLS INVENTORIES – Orientation and Transition

Descriptive Information

Purpose: To assess a student's proficiency in English as a Second Language and in Spanish and to identify conceptual problems a student may have in either language.

Score Interpretation: These instruments yield raw score totals for Spanish and English based on a 5-point continuum from "never" to "always" exhibiting a given behavior.

Grade Range: K-6

Target Ethnic Group: Cuban and Puerto Rican

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Brentwood Public Schools

Source: Brentwood Union Free School District, Brentwood, New York 11717

Cost: The instruments are available at no charge and may be duplicated at the user's expense.

These 2 inventories include items designed to evaluate student skills in oral communication, conceptual knowledge, Spanish and English grammar, and comprehension. Both the orientation and transition inventories are printed in English. There are 46 items on each inventory. Items are to be completed by the classroom teacher during the first 2 weeks of school so that a developmental profile may be obtained on each child. The inventories may also be used at the end of the year to measure student growth.

Technical Information

The PUPIL COMMUNICATION SKILLS INVENTORIES have been used with approximately 3000 Hispanic students in grades K-6. These suburban, middle-income and lower-middle-income students were enrolled in Title I and Title VII programs in New York state. Reviewers could not comment on the psychometric characteristics of these inventories because norms and reliability and validity measures were not available. There is no administrator's manual, but reviewers felt that the instructions were clear and that most teachers could easily use these inventories.

Cultural and Linguistic Information

Reviewers found the item content, format, and procedures to be culturally and linguistically appropriate for Cuban and Puerto Rican students in grades K-6. Reviewers felt that the oral communication behaviors listed on the inventories provided excellent guidelines for the assessment of student language in a natural setting.

1973 — SCREENING TEST OF SPANISH GRAMMAR

Descriptive Information

Purpose: To identify Spanish-speaking children who do not demonstrate native syntactic proficiency commensurate with their age.

Score Interpretation: This instrument yields an expressive and a receptive percentile rank score.

Grade Range: Pre K-1 (reviewed for grades K-1)

Target Ethnic Groups: Mexican-American and Puerto Rican

Administration Time: Approximately 30 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Allan S. Toronto

Source: Northwestern University Press, 1735 Benson Avenue, Evanston, Illinois 60201

Cost: The test, including administrator's instructions, technical information, and stimulus pictures, costs $10.00. A package of student score sheets costs $2.50.

This norm-referenced placement instrument is composed of 2 sections which measure receptive (comprehension) and expressive (productive) skills. There are 46 items. Instructions are given orally in Spanish. Students respond orally and by pointing to pictures. Answers are hand scored. Individual administration is required.

Technical Information

This instrument was normed with 192 Mexican-American and Puerto Rican children from 3 to 6 years of age in the Chicago Public School System. Since the method by which these children were selected was not specified in the technical information provided, it was not clear to reviewers whether or not the norms could be generalized to other Mexican-American and Puerto Rican students. Reviewers felt that the reliability of the receptive subtest was low. They stated that the reliability of the expressive subtest was moderate, although it was based on a sample containing only 24 students from each age group. The author claims concurrent validity for this instrument based on correlations with another Spanish grammar test and on evidence that student mean scores increased with age. Reviewers felt, however, that both methods were inappropriate for validating a **screening** test. Reviewers found the administrator's manual to be acceptable because it was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers noted that the author allowed for regional language variation. They felt that the item content, illustrations, format, procedures, directions, and vocabulary were appropriate for Mexican-American and Puerto Rican students in grades K and 1.

1975 — SISTEMA DE EVALUACION PARA INDIVIDUALIZAR LA ENSEÑANZA DE LA LECTURA

Descriptive Information

Purpose: To assess a student's Spanish reading skills.

Score Interpretation: This instrument yields a score indicative of a student's degree of mastery of specific reading objectives.

Grade Range: K-Adult (reviewed for grades K-6)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 15 minutes per inventory; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: J. L. Eldredge
Translated and adapted into Spanish by V. G. Mickelsen

Source: Behavioral Consultants, 129 North 600 West, Salt Lake City, Utah 84116

Cost: A manual containing the inventories, directions to the instructor, and retrieval charts used to graph student progress costs $10.00. A specimen kit containing samples of the above materials costs $1.50. A set of 6 student inventories with retrieval charts costs $6.00.

This objective-referenced instrument is composed of 50 inventories used by the teacher to assess a student's pre-reading, phonics, and structural analysis skills. The 947 items on these Spanish-language inventories were adapted from an English-language instrument available from Hawkes Publications, Inc., 156 West 2170 South, Salt Lake City, Utah 84107. Students respond orally and in writing. Answers are hand scored. Group administration is appropriate.

Technical Information

To date, 30 Mexican-American students in Salt Lake City, Utah, have used this instrument. Although the authors were unable to provide information on test reliability and validity reviewers felt that the instrument had good face validity and that it appeared to measure the instrument's stated objectives adequately. The reviewers stated that directions to the test administrator were wordy and that they were difficult to read because they were not separated from the directions to the student.

Cultural and Linguistic Information

Reviewers found the student directions, item content, vocabulary, format, and procedures to be exceptionally well suited for monitoring the reading progress of Mexican-American students in grades K-6.

1975 – SOBER ESPAÑOL

Descriptive Information

Purpose: To assess Spanish reading achievement.

Score Interpretation: This instrument establishes the criterion performance standard at 100% for the mastery of each given objective.

Grade Range: K-3

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 40 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Ricardo J. Cornejo

Source: Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

Cost: The Catalogue of Objectives costs $3.00 and the Guide to the Selection of Objectives costs $2.45. The preparation charge for each custom-made test, based on 10 to 20 objectives, is $110.00, and there is an additional charge of $1.15 for each test booklet. (A minimum order of 200 booklets is required.)

These customized, criterion-referenced tests are developed from a large, comprehensive set of objectives designed to measure student skills in encoding, decoding, vocabulary, and reading comprehension. For each objective selected, 3 items are included. Items may require oral or written responses. Answers are hand scored. Group administration is appropriate.

Technical Information

The User's Guide suggests that SOBER tests can be used for diagnosis, placement, prescription, pre- and posttesting, formative evaluation, summative evaluation, mastery testing, and other program uses. There are, however, no norms, reliability, or validity measures to support these claims. Reviewers felt that the use of SOBER as a diagnostic, placement, or prescriptive instrument is limited by the range and number of objectives selected. Since there are only 3 items available per objective, reviewers felt it would be impossible to construct non-identical pre- and posttests. They noted that the only manner in which SOBER could be useful as a summative evaluation instrument would be to incorporate a broad range of objectives and difficulty levels. This range could, however, eliminate its present strength as a mastery test. Reviewers felt that the items were obviously professionally developed and that the instrument had good face validity as a criterion-referenced measure. Reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

The reviewers found the directions, item content, vocabulary, illustrations, format, and procedures to be excellent for use with Cuban, Mexican-American, and Puerto Rican students in grades K-3.

1972 – SPANISH PHONEMIC UNIT PRODUCTION TEST (REVISED) – Forms A and B

Descriptive Information

Purpose: To measure a student's ability to produce Spanish sounds.

Score Interpretation: This instrument yields raw scores expressed as 0 (no response), 1 (poor), or 2 (good).

Grade Range: K-College (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Approximately 5 minutes per form; timed.

Administrator Requirements: Not specified.

Author: Rudolph V. Skoczylas

Source: Rudolph V. Skoczylas, 7649 Santa Inez Court, Gilroy, California 90520

Cost: Scoring sheets, instructions for Forms A and B, and a set of 20 tests cost $2.50. Each cassette tape recording of instructions and items for Forms A and B costs $4.00.

There are 20 items on each form. Items consist of short taped sentences, which students listen to twice and then repeat aloud. Instructions are given orally in Spanish. Responses are hand scored. Individual administration is required. The author states that this test is designed for use with native and non-native Spanish speakers.

Technical Information

This performance-based instrument was validated with 57 Spanish-speaking first-grade students from rural low- to middle-income families. Reviewers felt this validation group was small and inadequately described. The content of this instrument was also validated by a panel of bilingual educators who based their judgments on contrastive analysis procedures and on their SSL teaching experience. Reviewers stated that the .76 test-retest reliability coefficient claimed for this instrument was moderately acceptable and felt that the instrument could be strengthened if evidence of inter-rater reliability were also provided. Normative data were not available for this instrument. To determine student performance, the test administrator must judge how closely the child's pronunciation approximates that of a native speaker. However, no administrator qualifications are included with the test, and instructions for administering and scoring the test are minimal.

Cultural and Linguistic Information

Reviewers found the directions, item content, and vocabulary to be culturally and linguistically appropriate for Mexican-American students in grades K-6. They felt that the procedures were acceptable but expressed concern that the tape might be too fast for younger students.

1976 – SPANISH READING COMPREHENSION TEST: INPUT AND PARAPHRASE TESTS

Descriptive Information

Purpose: To assess a student's knowledge of Spanish language structure and vocabulary.

Score Interpretation: This instrument yields raw scores which can be compared to field test mean scores.

Grade Range: 4-6

Target Ethnic Group: Hispanic (reviewed for Cuban and Puerto Rican)

Administration Time: Approximately 35 minutes for both tests; timed.

Administrator Requirements: The test administrator should be proficient in Spanish.

Author: Oscar Ozete

Source: Oscar Ozete, University of Wisconsin, Department of Spanish and Portuguese, Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706

Cost: Not specified.

This diagnostic instrument is composed of 2 tests. The Input Test is an incomplete reading passage interspersed with 23 multiple choice items. Students must read the text and choose the structures which best complete the sentences. The Paraphrase Test contains 24 underlined vocabulary words or phrases. Students must choose the synonym which best corresponds to each word or phrase. The administrator gives instructions orally in Spanish and students respond by marking test booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

The author field tested this instrument with 37 fouth- and fifth-grade Spanish-surnamed students in Milwaukee, Wisconsin. Reviewers felt that the reliability coefficient reported for the Paraphrase Test was very low for a 24-item vocabulary test covering a two-year grade range. However, reviewers noted that the .87 reliability coefficient reported for the 23-item Input Test was fairly good if the test was untimed. Reviewers felt that the author presented no convincing evidence of validity, and noted that the correlation between Input scores and language dominance was reported to be 0. Additionally, reviewers commented that the author had provided minimal information on scoring and administration procedures.

Cultural and Linguistic Information

Reviewers felt that the item content, vocabulary, and procedures were culturally and linguistically appropriate for Cuban and Puerto Rican students in grades 4-6. Reviewers noted that the student directions were in need of further elaboration and that the multiple choice items were poorly formatted.

1973 – TEST FOR AUDITORY COMPREHENSION OF LANGUAGE – Fourth Version

Descriptive Information

Purpose: To assess a student's comprehension of oral English and Spanish.

Score Interpretation: This instrument yields raw score equivalency norms and selected percentile ranks by chronological age.

Grade: Pre K-1 (reviewed for grades K-1)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in the language in which the instrument is administered; hold a B. A. in education, psychology, or sociology; and have had significant testing experience.

Author: Elizabeth Carrow-Woolfolk

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: A test packet, which includes 101 reusable pictorial stimuli, administration and scoring instructions, and 25 scoring analysis forms, costs $39.95.

This diagnostic instrument contains 101 parallel items designed to assess a student's mastery of grammar, morphology, and syntax. Some items are single vocabulary words, while others are phrases and sentences. The examiner shows the student a picture and reads the stimulus. Students respond by pointing to the correct portion of the picture. Answers are hand scored. Individual administration is required.

Technical Information

The developer normed this instrument with 200 Black, Anglo, and Mexican-American children, ages 3 to 6. Reviewers found the norms provided by the author to be unacceptable because not enough information was provided about the norming sample, and because the sample size appeared to be too small to support any meaningful generalizations. Reviewers felt that the test-retest reliability measures were inappropriate because students in the sample had a mean age of 7 years, while this instrument is intended for use with younger children. Reviewers noted that the data presented to validate performance seemed to increase significantly as a function of age or growth and were based on the original test version, not upon the version now available for use. Reviewers felt that this instrument could prove useful in measuring the lexical, morphological, grammatical, and syntactic development of very young children, but that it should not be used on a wide scale without further study. Reviewers felt that the administrator's manual was clearly written and easy to use. However, they noted that the scoring procedures needed to be further clarified.

Cultural and Linguistic Information

Reviewers found the directions, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K and 1. They felt that the item content and vocabulary were appropriate, although such vocabulary items as **helado** might prove difficult for children who frequently use the words **nieve** or **cono.**

1976 – TEST OF GRAMMATICALLY CORRECT SPANISH/ENGLISH – Revised

Descriptive Information

Purpose: To assess a student's written and oral language usage in Spanish and English.

Score Interpretation: This instrument yields total scores in English and Spanish based on vocabulary, sentence pattern, grammar and usage subscores.

Grade Range: K-4; written test, grades 2-4; oral test, grades K-4

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes for the written test; approximately 6 minutes for the oral test; both tests are timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Bilingual Education Project, Las Cruces School District # 2

Source: Bilingual Education Project, Las Cruces Public Schools, 301 West Amador Avenue, Las Cruces, New Mexico 88001

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

All subtests of this diagnostic instrument are given in both English and Spanish. For the written test the student writes a minimum of 3 sentences based on a given topic. For the oral test the student responds orally to stimulus questions. The administrator awards points for the correct use of vocabulary and for the presence of sophisticated sentence patterns. Answers are hand scored. Individual administration is required.

Technical Information

Approximately 300 Spanish-speaking children have used this instrument. Students were in grades K-4 and came from low-income families in New Mexico. Reviewers were unable to evaluate the psychometric characteristics of the instrument because the developers had conducted no reliability or validity studies. Reviewers felt that the directions to the test administrator were clearly stated, but that the scoring procedures appeared to be cumbersome and time-consuming.

Cultural and Linguistic Information

Reviewers felt that the format, procedures, and item content were very appropriate for Mexican-American students in grades K-4. They questioned some of the Spanish vocabulary, such as the use of **relación** instead of **cuento** as a translation of the English word **story.** Reviewers also noted that the written test might be too difficult for students in grades 2-4.

Language Dominance
Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Science
Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

Bilingual Educators may wish to use one of the following multi-purpose assessment instruments to assess a student's ENGLISH LANGUAGE PROFICIENCY. These instruments are reviewed on the pages listed below.

1975 – BASIC INVENTORY OF NATURAL LANGUAGE (BINL)	83
1975 – BILINGUAL SYNTAX MEASURE (BSM) – MEDIDA DE SINTAXIS BILINGÜE	84
1975 – DEL RIO LANGUAGE SCREENING TEST	97
1974 – DOS AMIGOS VERBAL LANGUAGE SCALES	98
1975 – INFORMAL LANGUAGE ASSESSMENT	99
1975 – LANGUAGE ASSESSMENT BATTERY (LAB) – Levels I-III	86
1975 – PICTORIAL TEST OF BILINGUALISM AND LANGUAGE DOMINANCE	89
1972 – PUPIL COMMUNICATION SKILLS INVENTORIES – Orientation and Transition	103
1973 – SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGE	90
1973 – TEST FOR AUDITORY COMPREHENSION OF LANGUAGE – Fourth Version	106
1976 – TEST OF GRAMMATICALLY CORRECT SPANISH/ENGLISH – Revised	107
1975 – TEST OF LANGUAGE DOMINANCE (TOLD) – Spanish Version	92

1974 — CALEXICO ORAL ENGLISH TEST — Forms A and B

Descriptive Information

Purpose: To assess a student's proficiency in oral English.

Score Interpretation: This instrument yields a raw score total which can be used to place a student in 1 of 4 proficiency levels.

Grade Range: 4-12 (reviewed for grades 4-6)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; timed.

Administrator Requirements: The administrator should be proficient in English and completely familiar with the recommended testing procedures.

Author: Harvey N. Miller

Source: Calexico Unified School District, Bilingual Project, P.O. Box 792, Calexico, California 92231

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This criterion-referenced diagnostic instrument assesses the English-language proficiency of native Spanish speakers. Forms A and B each contain 5 subtests which evaluate student skills in mimicking English sentences, translating sentences from Spanish to English, answering short questions, describing a picture, and reading aloud in English. There are 27 questions on each form. Taped instructions are in Spanish, although the instructions for the test administrator are in English. Students' oral responses are taped and are hand scored. Group administration is appropriate if language laboratory equipment is available. Otherwise, individual administration is required.

Technical Information

Approximately 100 Mexican-American students in grades 4-6 have used this instrument. Students were from low-income families living in the rural area of Calexico, California. Reviewers indicated that data establishing parallel form equivalency and inter-rater reliability were quite good. The author claims instrument validity based on high correlations between teacher judgments and the results of this test. Reviewers suggested that, although the procedures followed to determine validity appeared to be objective, a replication of these procedures would strengthen the instrument's validity claim. Reviewers felt that this instrument could be very useful for assessing oral language proficiency. Additionally, they felt that the administrator's manual provided appropriately detailed instructions for test administration.

Cultural and Linguistic Information

Reviewers felt that the item content, vocabulary, directions, illustrations, format, and procedures were culturally and linguistically appropriate for Mexican-American students in grades 4-6. They indicated, however, that the directions to the students on the use of the tape recorder were too complex.

1975 — CASO TEST FOR NON-ENGLISH-SPEAKING STUDENTS

Descriptive Information

Purpose: To assess a student's knowledge of oral and written English.

Score Interpretation: This instrument yields subtest and total raw scores. The author recommends comparing the average scores of a small number of English-monolingual students with scores of the non-English-speaking students.

Grade Range: 3-8 (reviewed for grades 3-6)

Target Ethnic Group: General (reviewed for Cuban and Puerto Rican; see also Chinese, French, and Italian entries)

Administration Time: Part I, 40 minutes maximum; Part II, 40 minutes maximum; Part III, 30 minutes maximum; timed.

Administrator Requirements: The administrator should be proficient in English.

Author: Adolph Caso

Source: Waltham Public Schools, Waltham, Massachusetts 02154

Cost: Not specified.

This diagnostic placement instrument is composed of 3 sections which measure a student's skills in aural comprehension and verbalization, written comprehension and composition, reading, and oral and written creativity. There are 60 items in Part I (Phonetics), 30 items in Part II (Comprehension), and 30 items in Part III (Picture Generating Response). Students respond orally and in writing. Answers are hand scored. Individual and group administration are required.

Technical Information

The author field tested this instrument twice with over 200 non-English-speaking students, including approximately 100 French Canadians, 60 Spanish-speaking Puerto Ricans, 45 Italians, and 30 limited-English speakers from other countries. Reviewers were unable to evaluate the psychometric characteristics of this instrument because it has not been normed and no validity or reliability studies have been conducted. Reviewers felt that the administrator's manual was clearly written and easy to use, but that it lacked information on scoring procedures and guidelines for score interpretation.

Cultural and Linguistic Information

Hispanic

Reviewers found the directions, item content, vocabulary, illustrations, format, and procedures inappropriate for Cuban and Puerto Rican students in grades 3-6 for several reasons. They felt that scoring procedures were subjective and that student directions, given only in English, should have been supplemented by directions in the student's native language. They also commented that several items contained spelling errors (for example, **pealing** instead of **peeling**) and errors in grammar and usage.

1973 — COMPREHENSION OF ORAL LANGUAGE — INTER-AMERICAN — Forms PRE and POST

Descriptive Information

Purpose: To assess listening comprehension in English at early stages of formal instruction.

Score Interpretation: This instrument yields raw score totals. The development of local norms is suggested, and sample norms are provided by the publisher.

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Grade Range: Not specified (reviewed for grades K-6)

Administration Time: Approximately 30 minutes per form; paced.

Administrator Requirements: The administrator should be proficient in English.

Author: Herschel T. Manuel

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: A set of directions and 25 test booklets cost $6.00.

This diagnostic instrument measures a student's ability to understand oral English. There are 35 test items composed of short sentences which vary in degree of complexity. Instructions are given orally. Students respond by marking pictures in their test booklets. Answers are hand scored. Group administration is appropriate. With younger children, the group size should not exceed 10 students. The Spanish-language version of this instrument, COMPRENSION DEL LENGUAJE ORAL, is also reviewed in the Guide.

Technical Information

Although this instrument has been used widely in the northeastern and southwestern United States, exact information as to the number and ages of Hispanic students who have been tested is not available. Reviewers were unable to comment on the psychometric characteristics of this instrument because reliability and validity measures were not available. Reviewers indicated that this instrument might be useful in school districts where the instructional program content was similar to the content of the test. Reviewers felt that the instructions and directions in the administrator's manual were acceptable with reservations: they noted that the directions to the administrator were poorly formulated and that the scoring procedures were in need of clarification.

Cultural and Linguistic Information

With certain reservations, reviewers felt that the directions, item content, vocabulary, illustrations, format, and procedures were appropriate for use with Cuban, Mexican-American, and Puerto Rican students. Reviewers noted that the directions were long and unnecessarily complex, and they questioned the testing procedures since administrators are instructed not to aid students during the practice exercises. Reviewers felt that the pictures were outdated, often unclear, and not culturally relevant for Hispanic students, especially those living in large urban areas.

1970 — CONCEPTUAL ORAL LANGUAGE TEST (COLT)

Descriptive Information

Purpose: To assess a student's ability to conceptualize and express in English basic principles in math, science, and social studies.

Score Interpretation: This instrument yields verbal and nonverbal total scores which may be interpreted as measures of the student's ability to manipulate basic concepts in math, science, and social studies and to express these concepts in standard oral English.

Grade Range: 1-3

Target Ethnic Group: Hispanic migrant students (reviewed for Puerto Rican)

Administration Time: Approximately 30 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: John C. Larson, Michigan Migrant Primary Interdisciplinary Project

Source: Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011

Cost: An administration manual and pictorial stimuli for the CONCEPTUAL ORAL LANGUAGE TEST are sold with the MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST for $12.00.

This English-language achievement test contains 52 items. Instructions are given orally in English. For each item students respond non-verbally by pointing to a picture signifying their response and then verbally in English by explaining the answer. Answers are hand scored. Individual administration is required.

Technical Information

The author conducted validity studies for this instrument in Michigan with 49 first-grade students from lower-middle-income migrant families, many of whom were Spanish-speaking. No normative data are available. Reviewers agreed with statements in the manual that the total non-verbal and verbal test scores present a reliable indicator of student ability, although the part scores do not. The manual also indicates that, in its present form, the COLT may be measuring perceptual and communicative disorders rather than mastery of mathematics, social studies, science, and language concepts. Reviewers found the administrator's manual to be adequate, although they felt the dual scoring procedures could be more clearly explained.

Cultural and Linguistic Information

The reviewers found the student directions to be culturally and linguistically appropriate for use with Puerto Rican students in grades 1-3. They felt, however, that the illustrations were often out of proportion or difficult to interpret and that items related to burning autumn leaves and Piagetian water conservation tasks might be outside the realm of experience of the average child in grades 1-3.

1976 – DADE COUNTY TEST OF LANGUAGE DEVELOPMENT – RECEPTIVE

Descriptive Information

Purpose: To assess a student's aural comprehension of English.

Score Interpretation: This instrument yields total scores which are used to place a student at 1 of 5 proficiency levels. This instrument also provides a table showing which test items correspond to specific language structures tested.

Grade Range: K-6

Target Ethnic Group: Hispanic (reviewed for Cuban and Mexican-American)

Administration Time: Approximately 45 minutes for grades K-1 and 25 minutes for grades 2-6; paced.

Administrator Requirements: No requirements are specified.

Author: Department of Bilingual Programs, The School Board of Dade County, Florida

Source: Dade County Public Schools, 1444 Biscayne Blvd., Suite 215, Miami, Florida 33132

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This diagnostic instrument measures the student's ability to understand oral English. There are 22 test items composed of isolated vocabulary words and short sentences which vary in complexity. Instructions are given orally in English or in Spanish. Students in grades K-1 respond by marking pictures in test booklets, while those in grades 2-6 mark answer sheets. Answers are hand scored. Group administration is appropriate. Instructions are also available in French and Vietnamese.

Technical Information

This instrument has been used with approximately 1270 elementary-school students in Dade County, Florida. Students were primarily of Cuban ethnicity. Reviewers were unable to comment on the technical quality of the instrument because information on reliability and validity was not available. Reviewers gave high ratings to the well-annotated proficiency levels used to interpret total scores but felt that these levels needed further verification. Reviewers felt that the administrator's manual was acceptable because the instructions were clearly stated and easy to use.

Cultural and Linguistic Information

Reviewers felt that students in grades 2 and 3 might not be ready to use separate answer sheets and noted such grammatically awkward questions as **Which of the three pictures show they?** Reviewers expressed concern that the same vocabulary was used to determine proficiency across a range of 7 grades and that the item content and illustrations, although generally acceptable, reflected a rural environment.

1968 – DIAGNOSTIC TEST FOR SOUND PROBLEMS

Descriptive Information

Purpose: To diagnose English oral production difficulties common to native Spanish speakers.

Score Interpretation: Part I yields a student's mastery of 33 phonetic sounds, based on the examiner's judgment. Part II yields an English fluency rating on a scale of 1 to 10.

Grade Range: K-6

Target Ethnic Group: Mexican-American

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be thoroughly familiar with information provided in the manual *SHUCK LOVES CHIRLEY*.

Author: Leonard Olguin

Source: A.C. Vromans, Inc. 2085 East Foothill Blvd., Pasadena, California 91109

Cost: A set of 30 tests costs $4.20. This does not include the record or the manual, for which prices were not indicated. The author suggests the use of a tape recorder.

Part I of this diagnostic instrument consists of 33 short recorded sentences which the student must repeat. Student responses may be taped. Part II is a brief test for fluency in which students describe a picture. Responses are oral and hand scored. Individual administration is required. The manual, *SHUCK LOVES CHIRLEY*, provides prescriptive activities directly related to the 33 sounds included in Part I of the test.

Technical Information

Native Spanish-speaking elementary school students in various parts of the United States and Mexico have used this instrument. Reviewers were unable to comment on the psychometric characteristics of the instrument because no information on norms, reliability, or validity was available from the author. Reviewers found the scoring procedures for Part II of this test to be unacceptable because no criteria were provided to determine fluency. They otherwise found the examiner's manual to be very acceptable because it was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the student directions, item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-6.

1969 – ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TESTS – Level I

Descriptive Information

Purpose: To assess a student's mastery of specific listening, speaking, reading, and writing skills in English.

Score Interpretation: This instrument yields raw scores which are related to performance criteria for each objective.

Grade Range: K-12: Level I Listening and Speaking, grades K-12; Level I Reading and Writing, grades 6-12, and grades 4 and 5 at discretion of teacher (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Puerto Rican)

Administration Time: Approximately 45 minutes; not timed.

Administrator Requirements: Not specified.

Authors: Helen McGuire and Susan Rao

Source: Milwaukee Public Schools, Department of Educational Research and Program Assessment, P.O. Drawer 10-K, Milwaukee, Wisconsin 53201

Cost: Not specified.

This objective-referenced instrument is based on 14 performance objectives. There are 151 items. Students respond orally and by marking answers on separate, hand-scored answer sheets. Group administration is appropriate.

Technical Information

This instrument has been used with approximately 400 fourth-through twelfth-grade students of varied ethnic and socioeconomic backgrounds. Students were from urban areas in Wisconsin. Norms and reliability and validity measures for this instrument are not available. Reviewers felt that this test was quite lengthy but that the large number of items would give stability to the scores. Reviewers noted that the developers had clearly stated their performance objectives but that they appeared to have arbitrarily determined the passing criteria. Reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the vocabulary, directions, and item content to be culturally and linguistically appropriate for Puerto Rican Spanish speakers in grades 3-6. Reviewers felt that the administration procedures were adequate, although they were concerned that orally administered items were to be repeated only once. Reviewers did not recommend the use of this instrument with children in grades K-2. They felt that some of the illustrations were not clear and that the instrument included no references to Puerto Rican culture with which young Puerto Rican children could identify.

1972 – ENGLISH PHONEMIC UNIT PRODUCTION TEST (REVISED) – Forms A and B

Descriptive Information

Purpose: To measure a student's ability to produce English sounds that are difficult for non-native speakers and that are judged essential for speaking English well.

Score Interpretation: This instrument yields raw scores expressed as 0 (no response), 1 (poor), or 2 (good).

Grade Range: K-College (reviewed for grades K-6)

Target Ethnic Groups: Mexican-American and Puerto Rican (see also French and Navajo entries)

Administration Time: 8 minutes per form; timed.

Administrator Requirements: Not specified.

Author: Rudolph V. Skoczylas

Source: Rudolph V. Skoczylas, 7649 Santa Inez Court, Gilroy, California 90520

Cost: Scoring sheets, instructions for Forms A and B, and a set of 20 tests cost $2.50. Each cassette tape recording of instructions and items for tests A and B costs $4.00.

This diagnostic instrument measures English phonemic unit production. There are 36 items on each form. Items consist of short taped sentences, which students listen to twice and then repeat aloud. Instructions are given orally. Responses are hand scored. Individual administration is required.

Technical Information

The author claims a test-retest reliability coefficient of .81 based on the use of this instrument with 63 English- and Spanish-speaking first-grade students in California and New Mexico. Reviewers felt that this test-retest reliability claim was unacceptable because the 6-month interval between testing sessions was too long. This instrument was validated by a panel of bilingual educators who based their comments on contrastive analysis procedures and on empirical evidence provided by experienced ESL teachers. To determine student performance, the test administrator must judge how closely the child's pronunciation approximates that of a native speaker. However, no test administrator qualifications are included with the test, and instructions for administering and scoring the test are minimal.

Cultural and Linguistic Information

Hispanic

Reviewers found the item content, vocabulary, and format to be culturally and linguistically appropriate for Mexican-American students in grades K-6, and acceptable with elimination or revision of certain items for Puerto Rican students in grades K-6. Both reviewers felt that the student directions and procedures were acceptable, but thought the taped directions were given too quickly for students in grades K-2.

1975 – HAYWARD BILINGUAL MANAGEMENT SYSTEM ENGLISH AS A SECOND LANGUAGE CRITERION-REFERENCED AND MASTERY TESTS – Levels K-VI

Descriptive Information

Purpose: To assess a Spanish-speaking student's mastery of specific English as a Second Language objectives.

Score Interpretation: This instrument yields raw score totals which are compared to criterion performance standards.

Grade Range: K-6; each test level corresponds to first grade level

Target Ethnic Group: Mexican-American (see also Portuguese entry)

Administration Time: Approximately 15 minutes per criterion-referenced test and 30 minutes per mastery test; not timed. The mastery tests are to be given at the end of the school year.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Authors: The Commitee for the Development of the Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano

Source: Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Cost: Each criterion-referenced test costs $.05 and each mastery test booklet costs $.40.

The 40 criterion-referenced tests and 7 mastery tests have been designed to assess specific objectives taught in the Hayward ESL Program. Levels K-2 measure a student's verbal proficiency, and Levels 3-6 measure a student's listening and reading comprehension skills. There are 10 criterion-referenced tests for grade K, 5 for grade 1, and 4 each for grades 2-6. The mastery tests are composed of items selected from each of the criterion-referenced tests of the same grade level. The administrator gives oral instructions in Spanish for Levels K-II and in English for Levels III-VI. Students respond orally and in writing. Answers are hand scored. Instructions on each test indicate whether group or individual administration is appropriate.

Technical Information

Since 1975, approximately 600 Mexican-American students have used these instruments in grades K-6 in California. Students lived in an urban area near San Francisco and came from families with varying incomes. Although the authors had not conducted reliability and validity studies, reviewers felt that the test objectives, criterion performance standards, and test items had content validity. They felt that the instruments were appropriate for the purpose of student placement, diagnosis, and formative and summative evaluation. Although an administrator's manual is not available, reviewers found the instruction provided on each test to be adequate.

Cultural and Linguistic Information

Hispanic

Reviewers found the directions, item content, vocabulary, illustrations, format, and procedures to be appropriate for use with Mexican-American students in grades K-6.

1975 – LANGUAGE ASSESSMENT SCALES (LAS) – English Version – Level I

Descriptive Information

Purpose: To assess a student's listening and speaking skills in English.

Score Interpretation: This instrument yields a total converted score which is tied to 1 of 5 proficiency levels.

Grade Range: K-5

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 20 minutes; the prerecorded tape is timed.

Administrator Requirements: The administrator should have native proficiency in English.

Authors: Edward A. De Avila and Sharon E. Duncan

Source: Linguametrics Group, P.O. Box 454, Corte Madera, California 94925

Cost: This instrument is sold with a Spanish-language version, also reviewed in this Guide. An LAS examiner's kit which includes administration and scoring instructions, pictorial stimuli, a Spanish-English audio cassette, and 100 English and 100 Spanish score sheets costs $48.00. Additional score sheets are available at $5.00 per 100.

These diagnostic instruments contain 100 items designed to assess phonemic production and discrimination, lexical production, sentence comprehension, oral production skills, and a student's ability to use language to attain specific goals. Instructions are given orally, and item stimuli are either taped or pictured in the test booklet. Students respond orally or by pointing. Answers are hand scored. Individual administration is required. A Language Arts Supplement containing follow-up learning activities and language games related to each test item is available from the publisher.

Technical Information

The authors standardized this instrument with 308 5- to 12-year-old English-speaking students and report moderately high inter-rater reliability coefficients ranging from .84 to .94. Since this instrument measures language proficiency, scores on this instrument show a low correlation with age. The reviewers gave excellent ratings to the administrator's manual because of the clarity of instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers felt that the directions, item content, format, and procedures were highly appropriate for use with English-speaking Cuban, Mexican-American, and Puerto Rican students in grades K-5. They felt that some illustrations were too crowded and that others were too simplistic for fifth-grade students.

1964 — LINGUISTIC CAPACITY INDEX — Form B

Descriptive Information

Purpose: To assess a student's listening comprehension skills in English.

Score Interpretation: This instrument yields a raw score.

Grade Range: K-1

Target Ethnic Group: Mexican-American

Administration Time: Approximately 35 minutes; paced. The authors suggest that the test be given in one session with a break between the second and third subtests.

Administrator Requirements: The administrator should be a native English speaker.

Authors: Frederick H. Brengelman and John C. Manning

Source: Frederick H. Brengelman, California State University at Fresno, Fresno, California 93710

Cost: The instrument and manual are available at no charge and may be duplicated at the user's expense.

The 60 items on this instrument assess a student's skills in vocabulary recognition, contrastive phonology, and contrastive grammar. The test administrator gives instructions orally in English and students respond by marking pictures on an answer sheet. Answers are hand scored. Group administration is appropriate.

Technical Information

The authors validated this instrument with 449 Mexican-American kindergarten students in a small rural town in California. They indicated that correlations between this instrument and others, including the METROPOLITAN READINESS TEST, yielded coefficients ranging from .16 to .74. Reviewers felt that these correlations were, on the whole, lower than desirable. Although the authors have done a great deal of statistical work with this instrument, reviewers felt that the administrator's manual failed to clarify the relationship between a student's score and his or her linguistic capacity.

Cultural and Linguistic Information

Reviewers felt that the item content, directions, and vocabulary were culturally and linguistically acceptable for Mexican-American kindergarten students who understood English. They commented on the poor quality of the illustrations and on the awkwardness of such questions as **Mark pull**, meaning **Mark the picture of the boy who is pulling something.**

1964 — LANGUAGE FACILITY TEST

Descriptive Information

Purpose: To evaluate a student's oral language skills in English.

Score Interpretation: This instrument yields raw scores for which percentile and age-equivalent norms are available. The instrument also provides for the development of a diagnostic profile representing the frequency of a student's deviation from standard English.

Grade Range: K-Adult (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Approximately 10 minutes; not timed.

Administrator Requirements: The administrator should be thoroughly familiar with the test manual.

Author: John T. Dailey

Source: The Allington Corporation, 801 North Pitt Street, # 701, Alexandria, Virginia 22314

Cost: A kit consisting of 12 picture plates and a manual in English or Spanish costs $15.00. A tape recorder is recommended but not required.

This norm-referenced instrument is designed to assess a student's ability to conceptualize and communicate in his or her chosen language. Students respond orally by describing or telling stories about each of 12 pictures. The examiner may tape-record or write down verbatim the student's responses. Answers are hand scored, preferably by 2 different scorers. Individual administration is required.

Technical Information

Reviewers noted an absence of data regarding the sampling procedures followed in selecting the 4000 3- to 20-year-old individuals in the norming group. This lack of data raised questions about the usefulness of the instrument's age-equivalent and percentile scores. The author reports test-retest reliability coefficients ranging from .46 to .92. Reviewers commented that the groups used for deriving these coefficients were not adequately described, making it difficult to draw conclusions about this instrument's accuracy as a measure of language facility. The reported correlations with other tests and measures were all quite low, causing reviewers to question the instrument's validity. Reviewers rated the manual as acceptable, but noted that the scoring criteria were very general and could lead to subjectivity in scoring.

Cultural and Linguistic Information

Reviewers found the procedures for administering this instrument to be culturally and linguistically appropriate for Mexican-American students in grades K-6. Reviewers felt that pictorial stimuli, such as the black and white reproductions of classical paintings, were neither relevant for Mexican-American children nor visually stimulating.

1970 — MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST — STRUCTURED RESPONSE

Descriptive Information

Purpose: To assess a student's ability to produce standard grammatical and phonological features of spoken English.

Score Interpretation: This instrument yields percent scores in 11 categories.

Grade Range: K-2

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Approximately 15 minutes; paced.

Administrator Requirements: The test administrator should be proficient in standard English.

Authors: Produced under the direction of Ralph Robinett and Richard Benjamin

Source: Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011

Cost: The administrator's manual and a set of three pictorial stimuli for the MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST are sold with the CONCEPTUAL ORAL LANGUAGE TEST for $12.00.

Originally developed as the productive half of an oral language test, this 43-item test can be used as a diagnostic or achievement measure. Student responses are oral and may be taped. Answers are hand scored. Individual administration is required. New pictorial stimuli and items have been pilot tested as THE MICHIGAN ORAL LANGUAGE ASSESSMENT TEST, available from the Michigan Department of Education, Migrant Office.

Technical Information

This instrument was standardized with 89 first- and second-grade students in a rural town. The students were recently settled Mexican-American migrants and resident Anglo students who spoke non-standard English. The 1974 technical report shows a less-than-desirable item discrimination of .36 and indicates that the instrument was too easy for the population tested. The methods used to select the standardization sample were not described, and reviewers felt that the sample was too small. In addition, reviewers stated that the KR 20 technique used to determine reliability was inappropriate because it was based on a total score obtained by combining 11 subscores. The authors' attempts to determine construct validity were not successful because of the small, unrepresentative sample. Reviewers felt that the administrator's manual was difficult to follow and that the person administering this instrument should have had some experience in evaluating non-standard English.

Cultural and Linguistic Information

Reviewers found the directions and procedures to be culturally and linguistically appropriate for Mexican-American students in grades 1 and 2. They noted that the vocabulary, although culturally appropriate for these students, might be too difficult for Spanish-dominant students who had recently been exposed to English. Reviewers gave acceptable ratings to the format, item content, and illustrations, but felt that the content and illustrations could have been made more interesting.

1975 — ORAL LANGUAGE PROFICIENCY SCALE AND ESOL PLACEMENT INTERVIEW

Descriptive Information

Purpose: To determine whether a student is an "independent user of English."

Score Interpretation: This instrument yields a scale score which is used to place a student in an English as a Second Language program.

Grade Range: K-12 (reviewed for K-6)

Target Ethnic Group: Cuban

Administration Time: From 5-15 minutes; not timed.

Administrator Requirements: The administrator should be a trained English as a Second Language teacher.

Author: The School Board of Dade County, Florida, Department of Bilingual Programs

Source: Dade County Public Schools, Department of Bilingual Programs

Source: Dade County Public Schools, Department of Bilingual Programs, 1444 Biscayne Blvd., Suite # 215, Miami, Florida 33132

Cost: This instrument is available free of charge and may be duplicated at the user's expense.

This instrument is composed of a student interview and a proficiency scale. The scale is used by the interviewer to rate a student's interview responses in terms of comprehension, grammatical structure, pronunciation, and vocabulary. The interview consists of 17 suggested questions. Students respond orally. Responses are hand scored. Individual administration is required.

Technical Information

The authors were unable to provide data on this instrument's validity or reliability. Therefore, reviewers could not comment on the technical quality of the scale or the interview. Reviewers noted that, although the scoring instructions are vaguely stated, the aural and oral variables tested might provide a useful basis for assessing communication competence in English. The reviewers wondered why the aural comprehension section had not been divided into structure and vocabulary scales to make it parallel with the oral expression section. Reviewers noted that the interview procedures were not well standardized because no detailed administrator's manual was available.

Cultural and Linguistic Information

Reviewers found the vocabulary, directions, format, and procedures to be appropriate for Cuban students in grades K-6. They commented that the interview would be strengthened by the addition of alternative questions for non-respondents. Reviewers also remarked that a standard picture should be provided for the interview item which requires the administrator to show the child an "appropriate, simple picture." Reviewers felt that the interview questions were acceptable for use with Cuban elementary school students.

1971 – SWCEL TEST OF ORAL LANGUAGE PROFICIENCY

Descriptive Information

Purpose: To assess a student's competence in oral English.

Score Interpretation: This instrument provides 3 partial scores, combined to yield a total diagnostic placement score. Scores indicate a student's degree of mastery of specific skills.

Grade Range: Pre K-4 (reviewed for grades K-4)

Target Ethnic Group: General (reviewed for Mexican-American; see also Chinese and Navajo entries)

Administration Time: Approximately 25 minutes; not timed.

Administrator Requirements: An 8-day training session arranged by SWCEL is mandatory.

Authors: Southwestern Cooperative Educational Laboratory (SWCEL)

Source: Southwestern Cooperative Educational Laboratory, Inc., 229 Truman N.E., Albuquerque, New Mexico 87108

Cost: Training session tuition, which includes the purchase of a test kit, costs $250.00 per tester. If SWCEL sends a team to test and score the results, the cost is $10.00 per child. A set of 500 score sheets costs $12.50. Machine scoring costs $2.00 per student.

This diagnostic instrument includes 83 items designed to assess pronunciation, vocabulary, and sentence production in terms of grammatical and contextual correctness. Instructions are given orally in English, and manipulatives and pictorial stimuli are used. Students respond orally, and answers are hand or machine scored. Individual administration is required.

Technical Information

This instrument has been used with an unspecified number of Apache, Chinese, Mexican-American, Navajo, Pueblo, and Vietnamese students from 4 to 9 years of age. Reviewers found the split-half reliability coefficient of .91 and the test-retest reliability coefficient of .91 to be very adequate for the purposes proposed for the test. Reviewers considered face and construct validity measures to be acceptable. Although this instrument is not systematically developed to be a domain- or objective-referenced test, reviewers felt it sampled well the areas of vocabulary, pronunciation, and sentence structure. Reviewers felt that the administrator's manual was acceptable, but commented that more specific information regarding the total testing environment should have been provided.

Cultural and Linguistic Information

Hispanic

Reviewers found the directions, illustrations, format, procedures, item content, and vocabulary to be culturally and linguistically appropriate for Mexican-American children in grades K-4. Reviewers felt that more references could have been made to the home environment. They also indicated that the test was quite lengthy and that it was too structured to assess natural oral communication skills.

1969 – TEST OF ORAL ENGLISH PRODUCTION – Levels Ia and Ib

Descriptive Information

Purpose: To measure a student's proficiency in English.

Score Interpretation: This instrument yields a total raw score based on communication, structure, vocabulary, and pronunciation subscores.

Grade Range: K-6

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Approximately 20 minutes; paced.

Administrator Requirements: The administrator should be proficient in English.

Author: Lois Michael

Source: Robert A. Landen, Curriculum Coordinator, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111

Cost: A test kit, including an examiner's manual, a master score sheet which may be duplicated, and a set of pictorial stimuli cards, costs $25.00.

This criterion-referenced instrument is designed to assess a student's mastery of English pronunciation and communication skills, as well as the ability to use specific grammatical structures and vocabulary. Level Ia contains 98 items and is used during the first semester. Level Ib contains 87 items and is administered at the end of the year. The examiner gives oral instructions in English and uses picture cards to elicit oral responses. Answers are hand scored. Individual administration is required.

Technical Information

Reviewers were unable to evaluate the psychometric characteristics of this instrument because reliability and validity measures were not available and because the distributor was unable to describe the age, ethnicity, socioeconomic status, or educational background of the approximately 1000 students who have used this instrument in southern California. Reviewers did note, however, that the scoring instructions precluded giving credit for legitimate responses which might vary from the ones listed in the manual. Reviewers gave high ratings to the examiner's manual because of the clarity of the instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers found the directions, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-6. Although the item content was found to be generally appropriate, reviewers noted a few items which were not expressed in a natural context. For example, the examiner must point to a picture of a boy and ask, **Is he Mary?** Reviewers felt that illustrations were unclear and noted that several were out of proportion. They also indicated that the 20-minute time limit might not be sufficient for younger children.

1966 — TESTS OF READING — INTER-AMERICAN — Levels I-III, Forms PRE and POST

Descriptive Information

Purpose: To assess reading achievement in English.

Score Interpretation: A scoring service provides class reports and quartile reports. The publisher suggests the use of local norms and states that national norms will be available in 1977.

Grade Range: 1-13: Level I, grades 1.5-2; Level II, grades 2.5-3; Level III, grades 4-6; Level IV, grades 7-9; Level V, grades 10-13 (reviewed for grades 1-6)

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Level I, 18 minutes; Level II, 23 minutes; Level III, 41 minutes; timed.

Administrator Requirements: The administrator should be proficient in English.

Author: Herschel T. Manuel

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: A package of 20 test booklets costs $6.50 for the hand-scorable edition and $11.50 for the machine-scorable edition.

This norm-referenced instrument assesses vocabulary and reading comprehension skills. There are 80 items on Level I, 110 items on Level II, and 125 items on Level III. The publisher provides student and administrator directions in English. For Levels I and II, students respond by marking answers in test booklets. For Level III, students use a separate answer sheet. Answers can be hand or machine scored. Group administration is appropriate. The Spanish-language version of this instrument, PRUEBAS DE LECTURA, is also reviewed in this Guide.

Technical Information

The publisher recommends the use of local norms and provides information on procedures to follow in developing such norms. The publisher makes no claims for the representativeness of the sample norms provided in the test manual. Reviewers for **The Seventh Mental Measurements Yearbook** (Buros, 1972) felt that the alternate-form reliability coefficients ranging from .82 to .90 were adequate. Yearbook reviewers also noted that the publisher had made a serious effort to assure that this instrument would closely parallel the Spanish-language PRUEBAS DE LECTURA. Guide reviewers gave the administrator's manual a high rating because of the clarity of instructions and the ease with which directions could be delivered during a testing session.

Cultural and Linguistic Information

Reviewers felt that the directions, vocabulary, format, and procedures were appropriate for English-speaking Hispanic students in grades K-6. However, they noted that the items and illustrations contained predominantly non-Hispanic names and faces.

Language Dominance
Spanish Language Proficiency
English Language Proficiency

Achievement in Mathematics

Achievement in Science
Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1970 — CALIFORNIA ACHIEVEMENT TESTS — Mathematics — Spanish Adaptation — Levels I-III, Forms A and B

Descriptive Information

Purpose: To assess mathematics achievement in Spanish.
Score Interpretation: This instrument yields raw scores which can be converted to percentile and stanine scores.
Grade Range: K-6: Level I, grades K-2; Level II, grades 2-4; Level III, grades 4-6.
Target Ethnic Group: Mexican-American
Administration Time: Level I, 31 minutes; Level II, 48 minutes; Level III, 65 minutes; timed.
Administrator Requirements: The administrator should be proficient in Spanish.
Authors: Devised by Ernest W. Tiegs and Willis Clark, CTB/McGraw-Hill; Spanish adaptation by Susan Flores and Ray Dutchover.
Source: Santa Barbara County Schools, Bilingual Project P. O. Box 6307, Santa Barbra, California 93111
Cost: Not specified.

This achievement instrument is composed of 3 levels which measure a student's skills in mathematical computation, concepts, word problems and fractions. There are 87 items on Level I, 117 items on Level II, and 108 items on Level III. Instructions are given orally in Spanish. Students respond by marking answers in test booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

The adapters of this instrument were unable to provide normative data or information regarding the number and ages of Mexican-American children who have used this instrument. They indicated that the norms provided for the English version have been used for scoring the 3 levels of the Spanish adaptation. The reviewers felt that this procedure was unacceptable, as there is not necessarily a meaningful relationship between the scores on the English version and those on the Spanish version. They commented that although this translation of the California Achievement Tests appeared adequate, supportive evidence is still needed to verify its usefulness in measuring mathematics achievement in Spanish. Reviewers indicated that the examiner's manuals for Levels I-III contained clear instructions and directions to facilitate a smoothly run testing session.

Cultural and Linguistic Information

Reviewers stated that the directions, item content, format, and procedures were culturally and linguistically appropriate for Mexican-American students in grades K-6. They felt that some of the vocabulary was not appropriate for younger students. For example, while children may understand the concept of liquid measure, they may not be familiar with the term **pinta** (pint) or with the different monetary units used in the United States. The reviewers noted several mistakes in the translation, such as the use of **numeral** for **número** and **usted** for **ustedes**. They noted that the illustrations were crowded and that many were very small.

1975 — HAYWARD BILINGUAL MANAGEMENT SYSTEM SPANISH MATH CRITERION-REFERENCED AND MASTERY TESTS — Levels K-VI

Descriptive Information

Purpose: To assess, in Spanish, a student's mastery of mathematics objectives.
Score Interpretation: This instrument yields raw score totals which are compared to criterion performance standards.
Grade: K-6: each level corresponds to first grade level
Target Ethnic Group: Spanish (see also Portuguese entry)
Administration Time: Approximately 15 minutes per criterion-referenced test and 30 minutes per mastery test: not timed. The mastery tests are to be given at the end of the school year.
Administrator Requirements: The administrator should be proficient in Spanish.
Authors: The Committee for the Development of the Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano
Source: Bilingual Multicultural Education Project, Hayward Unified School District, P.O. Box 5000, Hayward, California 94540
Cost: Each criterion-referenced test costs $.05. Each mastery test booklet costs $.40.

The 55 criterion-referenced math tests and the 7 mastery tests are designed to assess a student's ability to understand and apply mathematical concepts and to perform mathematical computations. There are 5 criterion-referenced tests for grade K, 10 for grade 1, 9 for grade 2, 8 for grade 3, 9 for grade 4, 10 for grade 5, and 4 for grade 6. The mastery tests contain items culled from the criterion-referenced tests. The administrator gives oral instructions in Spanish. Students respond by marking test sheets, which are hand scored. Group administration is appropriate.

Technical Information

Since 1975, approximately 400 Mexican-American students in grades K-6 have used these instruments. Students were from an urban area in California. Reviewers were unable to evaluate the psychometric characteristics of these instruments because the authors had not performed reliability and validity studies. Reviewers stated, nevertheless, that the test objectives, test items, and criterion performance standards appeared to have face validity and that the tests would probably be appropriate for placement, diagnosis, and formative and summative evaluation. Although an administrator's manual is not available, reviewers felt that the instructions written on the tests were adequate.

Cultural and Linguistic Information

Hispanic

Reviewers found the directions, item content, vocabulary, illustrations, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-6. Reviewers felt, however, that the print could have been made larger for younger children and commented that the word-problems section tested reading rather than mathematics skills.

Language Dominance
Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics

Achievement in Science

Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1974 — BEARU PRUEBA DE COMPRENSION DE CIENCIA — Levels I-III

Descriptive Information

Purpose: To assess a student's mastery of specific science objectives. This instrument is designed to assess knowledge of science independent of reading ability.

Score Interpretation: This instrument yields a raw score which indicates mastery or non-mastery of each objective.

Grade Range: 1-3: Level I, grade 1; Level II, grade 2; Level III, grade 3

Target Ethnic Group: Hispanic (reviewed for Mexican-American and Puerto Rican)

Administration Time: Approximately 30 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Authors: Marietta Saravia Shore, Lisa Martinez de Gómez, Dr. Mary Graeber, Alan Ehrlich and Roselin Ehrlich

Source: BEARU, Hunter College, City University of New York, 466 Lexington Avenue, New York, New York 10022

Cost: Not specified.

These Spanish-language science tests are based on science objectives derived from the **New York State Curriculum Guide in Science, The New York City Curriculum Guide for Science,** the **Cognitively Oriented Program in Elementary Science** developed by New York University, and **Science: A Process Approach** developed by the American Association for the Advancement of Science. Level I is based on 248 objectives, Level II on 139 objectives, and Level III on 218 objectives. There are lesson plans in Spanish available corresponding to each objective in grade 1. The tests measure the child's ability to discriminate, categorize, make inferences, reason deductively, make generalizations, and verify hypotheses through experimentation. The tests may be read by the students or may be read aloud to them by the teacher. Students respond by marking pictures in their test booklets. Answers are hand scored. Group administration is appropriate.

Technical Information

Approximately 1000 low-income Spanish-speaking students in New York City have used these criterion-referenced tests. Reviewers were unable to comment on the psychometric characteristics of the tests since the authors have done no reliability studies. Teachers and science consultants in New York City did, however, verify the tests' content validity. Reviewers for this Guide gave high ratings to the examiner's directions, which they felt were clear and easy to use.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, and procedures to be highly acceptable for Puerto Rican students in grades 1-3. The vocabulary was found to be less appropriate for Mexican-American students since the Spanish reflected Puerto Rican usage. Reviewers mentioned that the test items seemed too closely spaced and that many illustrations did not accurately depict the scientific concepts being tested.

Language Dominance
Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Science

Achievement in Social Studies and Ethnic Studies

Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1975 – BMHS TEST OF CULTURAL CONCEPTS

Descriptive Information

Purpose: To assess a young student's cultural identification and knowledge of Anglo- and Mexican-American cultural concepts.

Score Interpretation: This instrument yields raw scores. Norms based on a small sample are available.

Grade Range: Pre K-3

Target Ethnic Group: Mexican-American

Administration Time: From 5-10 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Authors: Beverly McConnell, Jaime Ramirez

Source: BMHS Program, Northeast 425 Maple, Pullman, Washington 99163

Cost: A test manual with one answer sheet and one cassette tape recording costs $6.00. The answer sheet and the cassette may be duplicated at the user's expense. A tape recorder is required.

This norm-referenced instrument measures a student's awareness of, and identification with, six aspects of culture: foods, clothing, national symbols, holidays, songs and musical games, and children's dances. The administrator asks each student 22 questions in Spanish and 22 questions in English. Students respond by pointing to appropriate pictures. Answers are hand scored. Individual administration is required.

Technical Information

The developers have established norms by age group for this instrument. The norms are based on data obtained by testing 113 Mexican-American children of migrant farm workers, 80% of whom were Spanish dominant. These children were from Texas and Washington state. Reviewers felt that the small norm group size made these norms inappropriate for use with larger populations. In 1975, the developers conducted 3 reliability studies with 158 students in Texas and Washington. The subjects were English- and Spanish-dominant children of migrant farm workers. Reviewers felt that the KR 20 reliability coefficients of from .71 to .90 were acceptable, although based on a very small sample. A panel of 12 bilingual educators validated the content of this instrument. In addition, Guide reviewers felt that the instrument had good face validity. Reviewers commented that the administrator's directions were generally acceptable but that the tape recording was of poor quality.

Cultural and Linguistic Information

Reviewers found the directions, vocabulary, format, and procedures to be culturally and linguistically appropriate for Mexican-American students from Pre K-grade 3. Reviewers remarked that the item content, while appropriate, assessed cultural knowledge at a superficial level. For example, the Mexican-American culture was represented by such items as a taco and a sombrero, while the Anglo culture was represented by such items as a hot dog and a cowboy hat. Reviewers also commented that the illustrations were somewhat obscure.

1975 – HAYWARD BILINGUAL MANAGEMENT SYSTEM MULTICULTURAL SOCIAL STUDIES CRITERION-REFERENCED TESTS – Levels K-VI

Descriptive Information

Purpose: To assess, in Spanish, a student's mastery of specific social studies objectives.

Score Interpretation: These instruments yield raw score totals which are compared to criterion performance standards.

Grade Range: K-6; each test level corresponds to 1 grade level

Target Ethnic Group: Mexican-American (see also Portuguese entry)

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Authors: The Committee for the Development of the Hayward Bilingual Management System, supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, and Marie Troiano

Source: Bilingual Multicultural Education Project Hayward Unified School District, P.O. Box 5000, Hayward, California 94540

Cost: A copy of each test costs $.05.

These 25 criterion-referenced tests are designed to assess a student's mastery of social studies concepts related to geography, history, human characteristics, self-concept, and cultural differences. There are 4 criterion-referenced tests for each grade between kindergarten and grade 4. There are 2 tests for grade 5 and 3 tests for grade 6. Instructions are given orally in Spanish. Students respond by marking test sheets which are hand scored. Group administration is appropriate.

Technical Information

Since 1975, approximately 400 Mexican-American students in grades K-6 have used these instruments. Students were from an urban area in California. Reviewers were unable to evaluate the psychometric characteristics of these instruments because the authors had not performed reliability and validity studies. Reviewers stated, nevertheless, that the test objectives, test items, and criterion performance standards appeared to have face validity and that the tests would probably be appropriate for placement, diagnosis, and formative and summative evaluation. Although an administrator's manual is not available, reviewers felt that the instructions written on the tests were adequate.

Cultural and Linguistic Information

Reviewers found the directions, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-6. Reviewers commented that the illustrations depicting the contributions made by North American Indians and those of heroes and heroines of the United States, Mexico, and Portugal were poorly drawn. Reviewers felt that despite the small number of items, those that were selected provided a good sample of the type of information and skills students should possess.

Language Dominance
Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Science
Achievement in Social Studies and Ethnic Studies

Achievement in Multi-Subject Areas

Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

Bilingual Educators may wish to use the following multi-purpose assessment instrument to assess a student's SPANISH LANGUAGE PROFICIENCY. The instrument is reviewed on the page indicated below.

1970 – CONCEPTUAL ORAL LANGUAGE TEST (COLT) 112

1972 — ANALYSIS OF READINESS SKILLS — Spanish Version

Descriptive Information

Purpose: To assess reading and mathematics readiness skills in Spanish.

Score Interpretation: This instrument yields percentile rank scores.

Grade Range: K

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 40 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Authors: Mary C. Rodriguez, William H. Vogler, and James F. Wilson

Source: Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107

Cost: A classroom kit, including 25 hand-scorable test booklets, 1 teacher's manual, a scoring key, a class record sheet, and sample item chart, costs $4.95.

Parallel English and Spanish versions of this diagnostic intrument each contain 3 10-item tests which assess a student's visual perception of letters and his or her letter-identification and mathematics skills. Students mark their responses in hand-scorable answer booklets. Group administration with up to 15 students is appropriate.

Technical Information

The norming sample for the Spanish version of this instrument included 685 Spanish-speaking kindergarten children from 75 school districts in which at least 59% of the population were said to be Spanish-American. The authors felt it was unlikely that the lowest 20% of the population were represented since the sample was based upon teacher judgment. Reviewers felt that the subtest reliabilities, which ranged from .50 to .70 for the Spanish version, were relatively low. They noted that the instrument provides no clear-cut decision mechanism for determining who is ready to begin a reading or mathematics program. Reviewers gave excellent ratings to the administrator's manual because they felt that the instructions were clearly stated and easy to use.

Cultural and Linguistic Information

Reviewers felt that the illustrations, procedures, item content, and directions were linguistically and culturally appropriate for use with kindergarten-age Cuban, Mexican-American, and Puerto Rican students. Reviewers noted that the directions were written in somewhat stilted Spanish and agreed with the publisher that the test administrator should be certain to make allowances for differences in local language usage.

1964 — ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS

Descriptive Information

Purpose: To assess school readiness.

Score Interpretation: This instrument yields a total score which can be converted to quartile-age norms indicating low, average, or high readiness levels.

Grade Range: K-1

Target Ethnic Group: General (reviewed for Mexican-American and Puerto Rican)

Administration Time: Approximately 10 minutes; not timed.

Administrator Requirements: Not specified.

Author: Anton Brenner

Source: Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Cost: A test kit, which includes 25 protocol booklets, 1 manual, and 1 set of required test materials, costs $13.50. A single test manual costs $4.00, a package of 25 protocol booklets costs $6.50, and 1 set of test materials costs $4.50.

This norm-referenced instrument, composed of 5 subtests, requires a student to place a specified number of blocks in the examiner's hand, to count dots arranged in various patterns, to copy a 10-dot pattern, to copy a simple sentence without having to read it, and to draw a man. Instructions are given orally. Answers are hand scored. Individual administration is required.

Technical Information

The norming sample for this instrument included 748 kindergarten and first-grade students in Mount Clemens, Michigan. According to the reviewers for the **Seventh Mental Measurements Yearbook** (Buros, 1972), the reliability and validity claims made for this instrument are respectable. The administrator's manual suggests that this test is almost "culture free" and that it "serves to good advantage in testing non-English-speaking children." However, since the manual does not describe the Mount Clemens sample in depth, reviewers questioned the use of this instrument with limited- and non-English-speaking children. Reviewers gave low ratings to the administrator's manual because it provided little concrete information on scoring the social-emotional and achievement-ability dimensions the test claims to measure.

Cultural and Linguistic Information

Although no Spanish-language instructions were available, reviewers felt the item content, illustrations, format, and procedures were culturally and linguistically appropriate for English-speaking Mexican-American and Puerto Rican students in grades K-1. Reviewers suggested that when this instrument is used with Spanish-speaking children, the directions and sentence-copying portions of the test should be translated into Spanish.

1973 – BOEHM TEST OF BASIC CONCEPTS/PRUEBA BOEHM DE CONCEPTOS BASICOS – Forms A and B

Descriptive Information

Purpose: To measure a beginning student's mastery of concepts deemed essential to school success.

Score Interpretation: This instrument yields a diagnostic profile for each student.

Grade Range: K-2

Target Ethnic Group: Hispanic (reviewed for Mexican-American and Puerto Rican)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in the language in which the test is administered.

Author: Ann E. Boehm. Translated by Bertha Reséndez.

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: A set of 30 tests costs $5.90, an examiner's manual costs $.50, and a specimen set, which includes 1 manual and 1 test, costs $1.00.

Forms A and B of this diagnostic instrument measure a child's mastery of concepts related to space, time, and quantity. Each form contains 25 pictorial items which are arranged in order of increasing difficulty. There are 3 practice items on each test. The examiner makes a brief statement about each item and asks the students to choose the picture which best corresponds. Students respond by marking answers in their test booklets. Responses are hand scored. Group administration is appropriate.

Technical Information

The developers have collected data on the use of the English version of this test with groups of 162 to 453 children in grades K-2. Each group was homogeneous with regard to grade level and socioeconomic status. Reviewers commented that the split-half and parallel-forms reliability data based on the English version were excellent. They remarked that the higher reliability reported for grades 1 and 2 in the low socioeconomic groups was compatible with the test's stated purpose. There are no data available for the Spanish version of this instrument, but reviewers felt that there was no reason to suppose the test would not be equally reliable in Spanish. The reviewers commented that the author's claims for high content validity seemed reasonable, although performance objectives were not formally defined in the manual. The reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the directions, item content, illustrations, format, and procedures to be culturally and linguistically appropriate for Mexican-American and Puerto Rican students in grades K-2. They noted that several vocabulary items, such as **bizcocho**, **bombilla**, and **trepar**, reflected a Puerto Rican bias and would need to be revised for use with Mexican-American students.

1970 – CALIFORNIA ACHIEVEMENT TESTS (CAT) – Levels II and III, Form A

Descriptive Information

Purpose: To assess a student's achievement in reading, mathematics, and language.

Score Interpretation: This instrument yields percentile rank, grade equivalent, achievement development, and stanine scores. "Debiased" norms and scoring key are also available.

Grade Range: 1-12: Level I, grades 1.5-2.9; Level II, grades 2-4.9; Level III, grades 4-6.9; Level IV, grades 6-9.9; Level V, grades 9-12.9 (reviewed for grades 2-6)

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican; see also Chinese and Navajo entries)

Administration Time: Level II, 123 minutes; Level III, 152 minutes; timed.

Administrator Requirements: Not specified.

Authors: Ernest W. Tiegs and Willis W. Clark

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: Machine- and hand-scored editions cost from $12.95 to $21.00 for 35 test booklets with examiner's manuals. A multi-level examination kit is available for $10.00.

This achievement test has 5 overlapping levels with alternate forms, A and B. The batteries at each level measure vocabulary and reading comprehension; mathematics computation, concepts, and problems; and language mechanics, usage, structure, and spelling. There are 318 items in Level II and 343 items in Level III. Students respond by marking separate answer sheets. Answers are hand or machine scored. Group administration is appropriate.

Technical Information

The U.S. Office of Education conducted a restandardization of the reading and mathematics subtests of Levels II and III, Form A, of this instrument with 9000 students, 21% of whom were Hispanic. A panel of 11 judges, including 1 Asian-American, 1 American Indian, and 4 Hispanic educators, located potentially biased items. ERIC Document # 101-017 provides a review of the statistical and item content analyses conducted. It also contains an annotated list of potentially biased items, a table converting raw scores to percentile ranks, and a table converting school means to percentile ranks. Both tables are tied to the raw scores on the original CAT and on the debiased instrument. Reviewers felt that the administrator's manual was well written and easy to use.

Cultural and Linguistic Information

Hispanic

The reviewers found the directions, item content, vocabulary, illustrations, and procedures to be culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican students in grades 2-6. Reviewers recommended that care should be taken to use the CAT only with students who are proficient in English and who have been acculturated to life in the United States. One reviewer commented that children from lower socioeconomic backgrounds may have difficulty relating to the item content in the reading sections, which show no special relevance to Hispanic culture. Reviewers noted that although the general format was acceptable, the spacing was poor in the mathematics section.

1974 – COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS – Levels A-C, 1, and 2, Form S (Reading, Language and Mathematics Sections)

Descriptive Information

Purpose: To assess a student's basic skills in reading, language, and mathematics.

Score Interpretation: This instrument yields percentiles, stanines, grade equivalents, and expanded standard scores.

Grade Range: K-12: Level A, K-1.3; Level B, K.6-1.9; Level C, 1.6-2.9; Level 1, 2.5-4.9; Level 2, 4.5-6.9; Level 3, 6.5-8.9; Level 4, 8.5-12.9 (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican; see also Chinese, Navajo, and Tagalog entries)

Administration Time: Levels A and B, 3 hours; Level C, 3.75 hours; Levels 1 and 2, 4 hours; timed.

Administrator Requirements: Not specified.

Author: CTB/McGraw-Hill

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: A package of 35 test booklets and 1 examiner's manual costs $18.20 (machine-scorable version) or $11.90 (hand-scorable version). A multi-level examination kit costs $12.00.

This achievement instrument consists of overlapping levels designed to assess pre-reading and reading comprehension skills, language mechanics, spelling, and mathematic computation, concepts, and applications. There are 168 items on Level A, 174 items on Level B, 266 items on Level C, 337 items on Level 1, and 336 items on Level 2. Items are read aloud by the administrator or silently by students. For Levels A-C and 1 students respond by marking in machine- or hand-scorable booklets. Separate answer sheets are available for Levels 1-4. Group administration is appropriate.

Technical Information

The publishers subjected the CTBS Form S to statistical debiasing procedures and to debiasing by a panel of experts. They also standardized this instrument with a national sample which included approximately 7.9% Spanish-speaking students. In **Technical Bulletin No. 2** the publisher stated that some items may be unsuitable for measuring the achievement of Spanish-speaking students, although the majority of items are acceptable for this group. The U.S. Office of Education sponsored further bias studies on the reading, language, and mathematics sections of this test. For these studies, a panel including Asian, Mexican-American, and American Indian educators evaluated items which appeared to be statistically biased against certain ethnic groups and concluded that the majority of these items were not biased.* Guide reviewers found the administrator's manuals clearly written and easy to use.

Cultural and Linguistic Information

Hispanic

Reviewers found the directions, vocabulary, illustrations, and procedures appropriate only for English-dominant Cuban, Mexican-American, and Puerto Rican students in grades K-6. They commented that the spacing on the spelling, language mechanics, and mathematics computation and concept subtests was poor and noted that the items did not reflect Hispanic culture. Reviewers felt that the timed tests would put unusual pressure on students for whom English was a second language. The publishers agreed that, for some groups, departures from the time limits may well produce more meaningful scores.

* Hoepfner, R., and Christen, F., **Measures of Academic Growth,** Santa Monica, California: System Development Corporation and RMC Research Corporation, 1976.

1974 – COOPERATIVE PRESCHOOL INVENTORY – Spanish Edition

Descriptive Information

Purpose: To assess the knowledge and school related skills of preschool children.

Score Interpretation: This instrument yields percentile scores by age groups.

Grade Range: Pre K-K (reviewed for K)

Target Ethnic Groups: Cuban, Mexican-American, and Puerto Rican

Administration Time: Approximately 40 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Bettye M. Caldwell

Source: Addison Wesley, South Street, Reading Massachusetts 01867

Cost: One Technical handbook costs $2.00. Each examiner's manual costs $.50. Twenty student inventories cost $3.00. Crayons, metal cars, checkers, and cartoons are required but not provided.

This norm-referenced inventory measures the skills and knowledge that a child has acquired prior to entering school. The 64 items relate to personal awareness, general knowledge, quantitative knowledge, following simple and complex directions, and perceptual-motor coordination.

Technical Information

This instrument was normed with 970, three- to five-year-old Hispanic children enrolled in Headstart Centers in Arizona, California, Colorado, Florida, New Jersey, New Mexico, New York, and Texas. Reviewers felt that the reliability coefficients which averaged .93 were acceptable. They also felt that the instrument was well constructed and that it had face validity. Reviewers noted that the manual contained little information on possible applications of the test results and added that the results would be more standardized if all equipment used in the test were provided by the publisher. Reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the item content, directions, vocabulary, format, and procedures to be linguistically and culturally appropriate for Cuban, Mexican-American, and Puerto Rican kindergarten age children. Reviewers were especially pleased to find provisions for regional variations in language. For example, on one item, the test administrators could choose to use either **llanta** or **goma**, and in another item, the administrator could choose between **rojo** and **colorado**.

1976 – METROPOLITAN READINESS TESTS – Levels I and II, Forms P and Q

Descriptive Information

Purpose: To assess, in English, a student's readiness for instruction.

Score Interpretation: This instrument yields raw scores which can be converted to percentile ranks, stanines, and performance ratings.

Grade Range: K-1: Level I, grades K-K.5; Level II, grades K.6-1.9

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican; see also Chinese and Navajo entries)

Administration Time: Approximately 100 minutes for each level. This includes a 15-minute practice test and a 5-minute optional copying test.

Administrator Requirements: The administrator should be a trained teacher familiar to the child.

Authors: Joanne R. Nurss and Mary E. McGauvran

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: A specimen set for each level, which includes a teacher's manual, a hand-scorable test booklet, and a parent-teacher conference report form, costs $3.95. Additional hand-scorable booklets cost $11.75 for a package of 35.

This norm-referenced instrument measures auditory, visual, language, and quantitative abilities. Level I contains 10 practice items and 76 test items. Level II contains 11 practice items and 97 test items. Instructions are given orally in English. Students respond by marking test booklets, which are hand or machine scored. Group administration is appropriate with up to 10 students in each group.

Technical Information

The publishers collected normative data in fall and spring, using samples of 30,031 and 19,587 students, respectively. Approximately 5.5% of these students were Mexican-American and Puerto Rican. The students came from different communities, geographic regions, and socioeconomic levels. Reviewers commented that the statistical techniques which the publisher used to remove cultural bias from this instrument appeared to be adequate. According to **The Seventh Mental Measurements Yearbook** (Buros, 1972), the split-half reliability coefficients, ranging from .79 to .90, also appeared to be adequate. Reviewers indicated that the content, concurrent, and predictive validity measures were acceptable. Reviewers commented that there was a high correlation between scores on this instrument and teacher judgment and that the instrument appeared to be appropriate for assessing reading readiness. Reviewers gave the administrator's manual an excellent rating because it was clearly written and easy to use.

Cultural and Linguistic Information

Hispanic

Reviewers felt that the illustrations, format, and procedures were culturally and linguistically appropriate for English-speaking Mexican-American and Puerto Rican students in grades K-1. Although the authors claim that this instrument can be used with Spanish-speaking children who are proficient in English, reviewers felt that very few Spanish speakers would be proficient in English by the age of 5 or 6.

1974 – STANFORD EARLY SCHOOL ACHIEVEMENT TEST (SESAT) CHICANO SPANISH EDITION – Levels I and II

Descriptive Information

Purpose: To assess, in Spanish, a student's mastery of basic concepts in mathematics, language arts, and studies of the environment.

Score Interpretation: Although the English version is normed, the norms cannot be used to interpret scores on the Spanish version. Publishers suggest that local norms be established.

Grade Range: K-2: Level I, grades K.2-1.2; Level II, grades 1.8-2.2

Target Ethnic Group: Mexican-American (see also Puerto Rican and Navajo entries)

Administration Time: Level I, 1.5 hours, timed; Level II, 2.25 hours; timed. The 4 sections should be administered in 5 sittings.

Administrator Requirements: The test administrator should be proficient in Spanish and English.

Authors: Richard Madden and Eric F. Gardner

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: When the English version is purchased, the Chicano Spanish Edition may be requested at no extra charge. The Level I test package, which includes 35 tests, Directions for Administering, and Class Record Sheets costs $11.95. Each scoring key is $1.50. The Level II test package containing 35 tests and instructions is $16.00. The scoring key is $1.50.

Each level of this diagnostic instrument is divided into 4 sections. There are 126 items in Level 1 and 147 items in Level II. Two additional sections in the English version of the SESAT are also used to evaluate the student's progress in English. The administrator presents each item orally and students respond by marking appropriate pictures. Answers are hand or machine scored. Group administration is appropriate. In grade K, an assistant should be available for every 6 children.

Technical Information

Neither normative data nor information as to the number and ages of Mexican American children who have used this instrument are available. Although this information is available for the English version, the publishers commented that the relationship between scores on the Spanish version and the English version is not meaningful. Reviewers felt that this Spanish-language instrument could be sensitive to changes in achievement, although no data on reliability or validity are available. The administrator's manual contains grammatically incorrect Spanish and typographical errors, such as **pollo** for **gallina** and **quibra** for **quebra.**

Cultural and Linguistic Information

Hispanic

Reviewers found the directions, format, procedures, and illustrations to be culturally and linguistically appropriate for Mexican-American students in grades K-2. Reviewers noted however, that items contained grammatically incorrect Spanish, typographical errors, and incorrect usage such as **balón** for **pelota** and **rueda** for **circulo.**

1974 – STANFORD EARLY SCHOOL ACHIEVEMENT TEST (SESAT) PUERTO RICAN SPANISH EDITION – Levels I and II

Descriptive Information

Purpose: To assess, in Spanish, a student's mastery of basic concepts in mathematics, language arts, and studies of the environment.

Score Interpretation: This instrument yields raw scores. Publishers suggest that local norms be established.

Grade Range: K-2: Level I, grades K.2-1.2; Level II, grades 1.8-2.2

Target Ethnic Group: Puerto Rican (see also Mexican-American and Navajo entries)

Administration Time: Level I, 1.5 hours, timed; Level II, 2.25 hours; timed. The 4 sections should be administered in 5 sittings.

Administrator Requirements: The test administrator should be proficient in Spanish and English.

Authors: Richard Madden and Eric F. Gardner

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: When the English version is purchased, the Puerto Rican Spanish Edition may be requested free of charge. The Level I test package, which includes 35 tests, Directions for Administering, and Class Record Sheets, costs $11.95. Each scoring key is $1.50. The Level II test package, containing 35 tests and instructions, is $16.00. The scoring key is $1.50.

Each level of this diagnostic instrument is divided into 4 sections. There are 126 items in Level I and 147 items in Level II. Two additional sections in the English version of the SESAT are also used to evaluate the student's progress in English. The administrator presents each item orally and students respond by marking appropriate pictures. Answers are hand or machine scored. Group administration is appropriate. In grade K, an assistant should be available for every 6 children.

Technical Information

Neither normative data nor information as to the number and ages of Puerto Rican children who have used this instrument are available. Although this information is available for the English version, the publishers commented that the relationship between scores on the Spanish version and the English version is not meaningful. Reviewers felt that the Spanish-language instrument could be sensitive to changes in achievement, although no data on reliability or validity are available. The manual contains grammatically incorrect Spanish and typographical errors, such as **umbrella** for **estrella** and **sido** for **nido**.

Cultural and Linguistic Information

Hispanic

Reviewers found the directions and procedures to be culturally and linguistically acceptable for Puerto Rican students in grades K-2. There are, however, frequent references to wheat, camels, lobster traps, and other concepts with which the Puerto Rican child might not be familiar. Illustrations are small and, reviewers felt, often of poor quality.

1969 – TEST OF READING AND NUMBER – INTER-AMERICAN

Descriptive Information

Purpose: To assess a student's achievement in English reading and numerical operations.

Score Interpretation: This instrument yields a total score composed of reading and number subscores. The publisher suggests the development of local norms and will provide sample norms upon request.

Grade Range: 3-4

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: 45 minutes; timed.

Administrator Requirements: The administrator should be proficient in English.

Author: Herschel T. Manuel

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: A package of 25 tests and a set of directions costs $10.50.

This English-language achievement test has a parallel form in Spanish entitled PRUEBA DE LECTURA Y NUMERO. Each form consists of 100 items. Reading skills assessed include word-picture identification and sentence completion. Mathematics skills assessed include the ability to compute and to complete numerical series. Instructions are given orally in English. Students respond by marking separate answer sheets, which are hand scored. Group administration is appropriate.

Technical Information

Reviewers were unable to evaluate the psychometric characteristics of the instrument because reliability and validity measures were not available and because the publisher was unable to provide information about the number and ages of Cuban, Mexican-American, and Puerto Rican students who had used this instrument. Reviewers commented that no rationale was provided for the manner in which test items were selected. They also felt that the authors had not adequately described procedures for interpreting total scores. Reviewers found the administrator's manual to be highly acceptable because the instructions were clearly stated and the directions could be delivered with ease during a testing session.

Cultural and Linguistic Information

Reviewers found the directions, vocabulary, format, and procedures to be culturally and linguistically appropriate for use with English-dominant Cuban, Mexican-American, and Puerto Rican children in grades 3 and 4. Reviewers commented that some of the pictured items were crowded and that names and illustrations included in the test did not reflect Hispanic culture.

1969 – WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN – Forms A and B

Descriptive Information

Purpose: To assess a student's school readiness.

Score Interpretation: This instrument yields percentile rank scores.

Grade Range: Pre K-K (reviewed for grade K)

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican; see also French entry)

Administration Time: Approximately 30 minutes; paced.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Wanda Walker

Source: ERIC (ED 037-253), P.O. Box 190, Arlington, Virginia 22210

Cost: A microfiche copy of this instrument costs $2.00 and may be duplicated at the user's expense.

Forms A and B of this norm-referenced, non-verbal instrument may be used as pre- and posttest measures of a student's ability to identify similar or dissimilar shapes, to locate missing parts of a picture, and to count. Each form has 50 items which the test administrator reads aloud in Spanish or English. Students respond by pointing to appropriate pictures. Answers are hand scored. Individual administration is required.

Technical Information

The author normed this instrument with 6662 students enrolled in Head Start and Day Care Centers in 50 states. The children were native French, English, and Spanish speakers from culturally and economically deprived families in urban and rural areas. Both forms of the test were correlated with 17 commonly used standardized readiness and I.Q. tests. Reviewers found the resultant validity coefficients of .48 for Form A and .53 for Form B to be moderate. Reviewers also found the correlations between teacher rankings of student readiness and student performance on this test to be moderate. The author claims split-half reliability coefficients of .87 for Form A and .89 for Form B. Reviewers commented that these reliability coefficients were good and that items appeared to be well constructed. They gave the administrator's manual a high rating because the instructions were clearly stated and because the directions could be delivered with ease during a testing session.

Cultural and Linguistic Information

Hispanic

Reviewers felt that the item content, vocabulary, illustrations, and procedures were culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican kindergarten students. One reviewer found the directions unacceptable because the Spanish translation was too literal. Another reviewer felt that the format of the missing-parts section was too crowded.

1969 – ZIP TEST

Descriptive Information

Purpose: To assess a student's skills in English language facility, English reading, and mathematics.

Score Interpretation: This instrument yields English language facility scores and total scores for mathematics and English reading which can be converted to 1 of 7 placement levels for each content area.

Grade Range: 1-6

Target Ethnic Group: Mexican-American

Administration Time: From 5 to 25 minutes; not timed.

Administrator Requirements: The administrator should be proficient in English and Spanish.

Author: Norval C. Scott, Jr., Project EDINN in cooperation with the California State Department of Education

Source: Microfiche Publications, 440 Park Avenue South, New York, New York 10016

Cost: A microfiche containing the test, directions, and scoring instructions costs $3.00.

This diagnostic instrument is designed to place migrant students in appropriate levels for reading and mathematics instruction. The instrument contains three subtests which measure oral reading skills, oral language facility, and mathematic computation skills. The test has both short and long forms which are appropriate for assessing younger and older students, respectively. The administrator gives oral instructions in Spanish or in English. Students respond orally on the reading and language facility tests and in writing on the mathematics test. Answers are hand scored. Individual administration is appropriate.

Technical Information

Since 1969, approximately 1500 Mexican-American and Black American students have used this instrument, primarily in California and upstate New York. The author normed the test with 125 migrant students in California and conducted reliability and validity studies in 1969. Reviewers indicated that the test-retest reliability coefficients ranging from .93 to .97 demonstrated good reliability and that concurrent validity based on teacher judgment was highly acceptable. Reviewers felt that the administrator's manual was somewhat confusing because the instructions for test administration were combined with directions for scoring and interpreting the test results.

Cultural and Linguistic Information

Reviewers found the item content, vocabulary, illustrations, format, and procedures to be linguistically and culturally appropriate for Mexican-American students. They commented that the items selected were within the experiential background of migrant children. The reviewers did note, however, some errors in the Spanish directions, such as **toma tu tiempo** for **take your time**.

Language Dominance
Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Science
Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas

Attitude and Self-Concept

Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1974 — CULTURAL ATTITUDE INVENTORIES

Descriptive Information

Purpose: To assess a student's attitude toward the Mexican-American and the Anglo-American cultures.

Score Interpretation: This instrument yields a derived score based on a student's feelings toward and familiarity with each culture.

Grade Range: 4-Adult (reviewed for grades 4-6)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 30 minutes; not timed.

Administrator Requirements: Not specified.

Author: Stephan L. Jackson

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: Inventory booklets and scoring sheets for each child cost approximately $2.00. The examiner's manual costs $3.95.

Students take both the Mexican-American and the Anglo-American versions of this inventory. Each inventory contains 25 items. For each item, the students record on two 5-point scales their feelings toward, and their familiarity with, the people, games, foods, and traditions of the culture in question. The instructions and the items for both inventories are written in English only. Answers are hand scored. Group administration is required.

Technical Information

These inventories have been used with approximately 25,000 urban and rural Mexican-American and Anglo-American students in the southwestern United States. The manual accompanying the inventories presents no normative information and suggests that each program use its own local control group. It also indicates that the inventories were not designed for individual diagnosis. The manual states that "an examination of the format of the inventories reveals the primary basis for the face validity, in that the stimuli and response modes are straightforward, giving a clear measure of feelings for and familiarity with each culture." Further support for test validity comes from the item-test correlations, which range from .41 to .73. Alpha reliability coefficients for the inventories are all above .90. The reviewers questioned the appropriateness of alpha reliability coefficients for attitude scales, preferring test-retest reliability coefficients. Reviewers noted that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the student directions, vocabulary, format, and procedures to be culturally and linguistically appropriate for English-dominant Mexican-American students in grades 4-6. They felt that the item content was acceptable, although equivalent items were not always included on the Mexican-American and Anglo-American inventories.

1974 — CULTURAL ATTITUDE SCALES — Mexican-American

Descriptive Information

Purpose: To assess a student's attitude toward the Mexican-American culture.

Score Interpretation: This instrument yields a single scale score.

Grade Range: K-6

Target Ethnic Group: Mexican-American (see also Puerto Rican entry)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Authors: Perry A. Zirkel and Stephan L. Jackson

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: An examiner's manual, a technical manual, classroom score sheets, and 5 posters cost $9.90. Each student booklet is $.30.

This diagnostic rating scale contains 15 illustrated items which depict various scenes and objects considered to reflect Mexican-American culture. Oral instructions are given in English and Spanish. The student responds by marking 1 of 5 faces which best reflects his or her attitude toward the object or scene depicted. Answers are hand scored. Group administration is appropriate.

Technical Information

The developers validated the Anglo-American, Black-American, and Puerto Rican CULTURAL ATTITUDE SCALES with 336 students. The manual does not, however, explain how these 336 students were selected. Reviewers indicated that in the absence of evidence to the contrary, the split-half and test-retest reliability coefficients were meaningless because they were based on a variable sample combining students in grades 1-6. Reviewers found no evidence in the manual as to the degree to which items on this test represent various cultures. They also noted that the directions for students 10 years of age and above focus the child's attention on ethnic stereotypes and, for all practical purposes, invite responses in those terms. The reviewers gave the examiner's manual an acceptable rating because the instructions were clearly stated and because directions could be delivered with ease during a testing session.

Cultural and Linguistic Information

Reviewers found the item content, format, and procedures to be culturally and linguistically appropriate for use with Mexican-American students in grades K-6. They noted that the illustrations were acceptable but that they could be clearer.

1974 — CULTURAL ATTITUDE SCALES — Puerto Rican

Descriptive Information

Purpose: To assess a student's attitudes toward the Puerto Rican culture.

Score Interpretation: This instrument yields a single scale score.

Grade Range: K-6

Target Ethnic Group: Puerto Rican (see also Mexican-American entry)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Perry A. Zirkel and Stephan L. Jackson

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: An examiner's manual, a technical manual, classroom scoring sheets, and 5 posters cost $9.90. Each student booklet is $.30.

This diagnostic rating scale contains 15 illustrated items which depict various scenes and objects considered to reflect the Puerto Rican culture. Oral instructions are given in English and Spanish. The student responds by marking 1 of 5 faces which best reflects his or her attitude toward each particular object or scene depicted. Answers are hand scored. Group administration is appropriate.

Technical Information

The developers validated the Anglo-American, Black-American, and Puerto Rican CULTURAL ATTITUDE SCALES with 336 students. The manual does not, however, explain how these 336 students were selected. Reviewers indicated that in the absence of evidence to the contrary, the split-half and test-retest reliability coefficients were meaningless because they were based on a variable sample combining students in grades 1-6. Reviewers found no evidence in the manual as to the degree to which items on this test represent various cultures. They also noted that the directions for students 10 years of age and above focus the child's attention on ethnic stereotypes and, for all practical purposes, invite responses in those terms. The reviewers gave the examiner's manual an acceptable rating because the instructions were clearly stated and because directions could be delivered with ease during a testing session.

Cultural and Linguistic Information

The reviewers found the item content, format, and procedures to be culturally and linguistically appropriate for use with Puerto Rican students in grades K-6. They commented that the illustrations were acceptable but could be clearer.

1974 — ELEMENTARY STUDENTS ATTITUDE TEST

Descriptive Information

Purpose: To assess a student's self-concept.

Score Interpretation: This instrument yields a total score which shows the number of positive responses made by each student.

Grade Range: K-6

Target Ethnic Group: Mexican-American (see also Chinese entry)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Eleanor Chiang

Source: Bilingual Education Project, William Land School, 2120 12th Street, Sacramento, California 95818

Cost: Not specified.

Parallel English, Chinese, Spanish, and Japanese versions of this 14-item questionnaire assess a student's attitudes toward self, home, school, and community. The examiner asks all questions orally. Students respond by marking a smiling face (yes) or a frowning face (no). Answers are hand scored. Group administration is appropriate.

Technical Information

Since 1974, approximately 1300 Mexican-American students in grades K-6 have used this instrument. The students were from an urban, low-income area in California. The authors stated that they had conducted a preliminary reliability study by examining the correlation between the pre- and posttest scores of 27 students. Reviewers commented that this procedure would not insure reliability because a change in scores would be expected to take place over the 7-month period between testing sessions. In addition, reviewers felt that the reliability coefficient of .35 was extremely low. Although the author stated that the test items had been validated by several resource teachers, reviewers noted that the test developers could have documented these validation procedures more thoroughly. Reviewers felt that the author had provided clearly written instructions for the use of this test.

Cultural and Linguistic Information

Hispanic

Reviewers felt that the directions, format, and procedures were culturally and linguistically appropriate for Mexican-American students in grades K-6. Reviewers indicated that not all responses marked **no** correlated with a negative self-image. For example, reviewers suggested that a negative answer to the question **Do you speak Spanish at home?** should be interpreted as a factual rather than an affective response.

1973 – INFERRED SELF-CONCEPT SCALE

Descriptive Information

Purpose: To assess a student's self-concept.

Score Interpretation: This instrument yields raw scores on a continuum ranging from socially undesirable to socially desirable behavior.

Grade Range: 1-6

Target Ethnic Group: Mexican-American

Administration Time: Approximately 10 minutes; not timed.

Administrator Requirements: The administrator should be a teacher or counselor with a "middle class college education."

Author: E. L. McDaniel

Source: Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Cost: The examiner's manual costs $2.50. A packet of 100 rating scales costs $8.50.

This rating scale is designed to record student self-concept as perceived by the examiner within the school setting. Using a 5-point scale, the administrator rates the frequency with which he or she has observed each of 30 student behaviors. The rating scale is entirely in English.

Technical Information

The norm group for this instrument consisted of 180 Black, Anglo-American, and Mexican-American students from 5 to 12 years of age who were enrolled in 16 public elementary schools. The author selected these students to be representative of Title I recipients in Austin, Texas. Ninety randomly selected teachers and the counselors from each of the 16 schools evaluated these students. The internal consistency for the teacher and counselor ratings was quite high, but there was a low correlation between the "total scale" score ratings given by the teachers and the counselors. To support a claim for validity, the developers stated that there was a significant correlation between self-concept scores on this test and I.Q. scores. Elsewhere in the manual the developers noted that the self-concept mean scores for Anglos were higher than the mean scores for other ethnic groups. Reviewers noted that the significant correlation between self-concept scores on this test and I.Q. scores might be due only to testing bias, as minority groups tend to score lower on I.Q. tests as well as on this test. Reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers felt that the item content and vocabulary were biased toward negative behavior since 24 of the 30 items contained such terms as **antagonistic**, **discouraged**, or **unsociable**. Reviewers noted that if the administrator did not speak Spanish, his or her ratings could be biased against Hispanic students.

1975 – IVIE ATTITUDINAL TEST

Descriptive Information

Purpose: To assess self-concept and attitudes toward school and peers.

Score Interpretation: This instrument yields raw scores. The author suggests that pre- and posttest scores be compared to document changes in attitudes.

Grade Range: 4-12 (reviewed for grades 4-6)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 25 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Richard P. Ivie

Source: Richard P. Ivie, Bilingual Resource Center, 701 N. Huntington Blvd., Pomona, California 91768

Cost: A sample copy may be obtained for approximately $1.50 and duplicated at the user's expense.

This rating scale, printed in English and Spanish, measures student self-concept and attitudes toward peers and school on a 5-point continuum ranging from "always" to "never". There are 41 items. Students may read the test silently, or it may be read to them by the test administrator. Students respond by marking hand-scorable answer sheets. The instrument is designed to be administered to groups of students in their dominant language.

Technical Information

The author has used this instrument with about 1000 students in Pomona, California. He has compiled tables of pre- and posttest means, standard deviations, and ranges for small groups of "Spanish speakers, limited speakers, and English speakers" in grades 1 through 6. Reviewers felt that insufficient data were available to permit comment on the psychometric characteristics of this instrument. There were only 99 students in the pretest sample and 46 students in the posttest sample. The author was unable to provide information on reliability or validity. Reviewers felt that the instrument directions were adequate because of the clarity of instructions and the ease with which the directions can be given during a testing session.

Cultural and Linguistic Information

Reviewers found the instrument directions, format, and procedures to be culturally and linguistically appropriate for Spanish- and English-dominant students. They also felt that the vocabulary and item content were acceptable, although they noted that literal translations had produced such unidiomatic Spanish phrases as **hacer muy buen trabajo, cuando me veo muy bien,** and **mis amigos en casa.**

1974 – MY SELF CHECKLIST – CUESTIONARIO PARA EVALUARME A MI MISMO

Descriptive Information

Purpose: To assess a student's self-concept.

Score Interpretation: This instrument yields scores on a scale from 100 (high positive self-regard) to 0 (rejection of the checklist or extreme self-doubt).

Grade Range: K-6 and junior high (reviewed for K-6)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Robert E. Valett

Source: Fearon-Pitman Publishers, 6 Davis Drive, Belmont, California 94002

Cost: One copy of the instrument costs $.20.

This criterion-referenced checklist has parallel forms in English and Spanish. The checklist measures perceptions of the social self, physical self, self-achievement, self-interests, and personal concerns. There are 54 items. Students respond by marking answers and by writing. The checklist may be read by students or read aloud to them by the examiner. Answers are hand scored. Individual administration is required.

Technical Information

Several thousand Spanish- and English-speaking elementary and junior high school students have used this checklist, but no norms are available. The author claims that the instrument has high construct validity and high reliability, but reviewers were unable to comment on these aspects of the checklist since no technical data were available. Researchers used this instrument with 150 students in a study of self-concept differences between educationally handicapped, learning disabled, and normal elementary school children. This research explored, to some extent, the validity of the instrument, but Guide reviewers commented that the groups tested were not appropriate ones through which to establish validity for normal classroom use. Reviewers felt that the administrator's manual was not clearly written.

Cultural and Linguistic Information

Reviewers gave low ratings to the student directions, item content, and procedures, since the manual contained no suggestions for the test administrator to follow when testing young children or non-readers. Reviewers felt that the vocabulary, format, and illustrations were culturally and linguistically appropriate for Mexican-American students in grades K-6.

1973 – ORAL SCHOOL ATTITUDE TEST – PRUEBA DE ACTITUD ESTUDIANTIL

Descriptive Information

Purpose: To assess a student's attitude toward the school environment.

Score Interpretation: This instrument yields raw scores which can be used to classify a student's attitude as positive, mixed, or negative.

Grade Range: K-3

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The test administrator should be proficient in Spanish and English.

Author: Juan Rivera

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: A specimen set, including an administrator's manual, a test booklet, and a scoring sheet, costs $4.60.

This rating scale consists of 29 parallel questions in Spanish and English which deal with interpersonal relations, student-instructor interaction, and general school factors. Students respond by marking the appropriate happy, angry, sad, serious, or neutral face in a hand-scorable booklet. This instrument is designed to be administered separately to Spanish-dominant and English-dominant students. It should be administered to groups of no more than 10 kindergarten students and of no more than 30 students in grades 1-3. The developers suggest that a monitor or teacher aide be present.

Technical Information

The author normed this instrument with 200 urban, middle-income children in grades K-3. These students were of Spanish- and English-language backgrounds. The test manual contains no technical information on how the norms were determined. Based on retesting of 25% of the normative sample after a 10-day period, the author claims a relatively high reliability coefficient of .77. Since the author does not describe the original group or the methods he used when selecting the 25% of the sample that would be retested, reviewers could not evaluate the significance of this reliability coefficient. Although they noted several grammatical errors, reviewers felt that the examiner's manual contained clearly written instructions.

Cultural and Linguistic Information

Reviewers found the item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades K-3. They felt that younger children might not be able to discriminate between the emotions pictured on the happy, sad, serious, and neutral faces. Reviewers also felt that the directions and illustrations were more appropriate for students in grades 2 and 3 than for those in grades K and 1.

1974 — PRIMARY SELF-CONCEPT INVENTORY

Descriptive Information

Purpose: To assess, in Spanish or English, aspects of self-concept relevant to school success.

Score Interpretation: This instrument yields total self-concept scores. The authors suggest the use of local norms and state that students with scores below a specific cutoff point should receive further testing.

Grade Range: K-6

Target Ethnic Group: Mexican-American

Administration Time: Approximately 15 minutes; paced.

Administrator Requirements: The administrator should be proficient in the language in which the test is administered.

Authors: Douglas G. Muller and Robert Leonetti

Source: Learning Concepts, 2510 North Lamar, Austin, Texas 78705

Cost: A test manual and a technical manual cost $8.90. Each student booklet, containing 20 pictorial stimuli, costs $.60.

This screening inventory is designed to identify students with undesirably low self-concepts. It is printed in English and Spanish. Both versions include 1 practice item, 1 research item, and 18 scored items designed to assess the personal, social, and intellectual domains of self-concept. Students respond by marking answers in hand-scorable booklets. Group administration is appropriate, and the use of proctors is specified for different grade levels. There are separate forms of the test for boys and girls.

Technical Information

The authors normed this instrument in New Mexico and Colorado with 2085 kindergarten through sixth-grade Mexican-American and Anglo-American children. Reviewers could not judge the significance of the percentile rankings provided by the author because these rankings were obtained for students of unknown age and because the authors provided no indication of how these children were chosen. Reviewers agreed with the authors that local norms should be developed. Although the authors obtained two separate measures of reliability for the experimental form, separate reliability data were not available for each of the 3 domains that this instrument is intended to measure. The authors used factor analyses and the judgments of 4 specialists and 7 doctoral students to document the validity of this instrument. Reviewers felt, however, that the value of the instrument had yet to be demonstrated since the authors did not correlate students' scores on this instrument with their success in school. Reviewers stated that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the directions, vocabulary, item content, and procedures to be culturally and linguistically appropriate for Mexican-American students in grades 1-6. However, they felt that the test was too difficult for students in kindergarten.

1973 — SCHOOL ATTITUDE TEST — PRUEBA DE ACTITUD ESTUDIANTIL

Descriptive Information

Purpose: To assess a student's perception of the school environment.

Score Interpretation: This instrument yields raw scores which indicate a student's positive, mixed, or negative response to the school environment.

Grade Range: 4-6

Target Ethnic Group: Mexican-American

Administration Time: Approximately 30 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Earl McCallon

Source: Learning Concepts, 2501 North Lamar, Austin, Texas 78705

Cost: The test manual in English and Spanish costs $3.95; test booklets (English or Spanish) cost $.40 each; a package of 50 scoring sheets (English or Spanish) costs $3.50.

This diagnostic instrument is designed to measure a student's attitude toward peers, teachers, and school. The English and Spanish versions of this test each contain 46 parallel items. The administrator gives instructions orally in either or both languages. Students respond by marking in test booklets Answers are hand scored. Group administration is appropriate.

Technical Information

The developers field tested this instrument with 512 Mexican- and Anglo-American students in grades 4-6. Students were from mixed-income families in suburban and urban areas. Reviewers felt that the test-retest reliability coefficients of .61 and .82 were moderately high. The authors present no normative data, nor do they support claims that the Spanish and English forms are parallel. Reviewers noted that although the use and validity of this instrument are not well established, this instrument could be used to identify those students with less favorable attitudes in order to make some variations in their instructional program. Reviewers felt that the administrator's manual was adequate, although they noted that the format and procedures could be simplified.

Cultural and Linguistic Information

Reviewers felt that this instrument was inappropriate for use with Mexican-American children in grades 4-6 because a child's interpretation of the item content would be greatly affected by the faulty Spanish. Reviewers noted grammatical errors such as **mis maestros hacen todo muy fácil para aprender,** errors in translation such as **mis maestros enseñan clases interesantes** for **my teachers make class interesting,** spelling errors such as the use of **me** for **mi** and inappropriate idiomatic phrases such as **lo más del tiempo** instead of **la mayor parte del tiempo**.

1976 – SELF-APPRAISAL INVENTORY/INVENTARIO AUTOESTIMACION

Descriptive Information

Purpose: To assess a student's self-concept.

Score Interpretation: This instrument yields a raw score total which can be interpreted as an indicator of self-esteem on a continuum from 0 (very low) to 36 (very high).

Grade Range: 4-12 (reviewed for grades 4-6)

Target Ethnic Group: Mexican-American

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Adapted by Richard P. Ivie from **Instructional Objectives Exchange Self-Appraisal Inventory.** Translated into Spanish by Ninfa Durán.

Source: Richard P. Ivie, Bilingual Resource Center, 701 North Huntington Boulevard, Pomona, California 91768

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This diagnostic inventory is designed to assess a student's attitude towards peers, school, and family. The Spanish and English versions each contain 36 parallel items. The administrator may read the test items aloud if the students are unable to read. Students respond by marking answers on hand-scorable forms. Small-group administration is appropriate.

Technical Information

The author does not provide background information on the Mexican-American students who have used this instrument. Reviewers found the test-retest reliability coefficients generally acceptable, although they noted that the author had not specified the time interval. Reviewers felt that the instructions to the administrator were satisfactory, but that the author could have elaborated further on suggested scoring and administration procedures.

Cultural and Linguistic Information

Reviewers noted that the procedures and vocabulary were culturally and linguistically appropriate for Mexican-American students in grades 4-6. They remarked that the format on this 1-page test was extremely crowded. Reviewers also felt that such sentences as **¿Muy seguido te regañan en casa?** could be softened to read **¿Te regañan mucho en casa?**

1974 – SELF-OBSERVATION SCALES (SOS) – SPANISH-ENGLISH BILINGUAL Primary and Intermediate Levels

Descriptive Information

Purpose: To assess a student's self-concept and attitudes.

Score Interpretation: This instrument yields standard scores, percentile scores, and stanine equivalents. Group summary tables and profiles are also available through the scoring service.

Grade Range: K-12: Primary Level, Grades K-3; Intermediate Level, grades 4-6

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 30 minutes for each level; timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Authors: A. Jackson Stenner and William G. Katzenmeyer

Source: National Testing Service, 1905 Chapel Hill Road, Durham, North Carolina 27707

Cost: An administrator's manual, a class record, 30 answer sheets, and the standard scoring service cost $47.00. Special rates are also available.

The Primary Level of this norm-referenced inventory contains 5 subscales, which measure self-acceptance, social maturity, school affiliation, self-security, achievement, and motivation. The 8 subscales on the Intermediate Level additionally assess social confidence and teacher and peer affiliation. There are 45 and 60 items, respectively, on each level. The administrator asks questions aloud in Spanish and English. Students respond by marking separate answer sheets, which are machine scored. Group administration is appropriate.

Technical Information

Over 16,000 students in grades K-6 participated in the national norming sample of the English version of the SOS. Although only English norms are available, reviewers felt that the standard scores could be used to interpret the Spanish SOS score since the latter is a parallel translation. However, reviewers indicated that the norms would not show a student's standing in a representative sample of Spanish-speakers. For the Primary Level the authors reported split-half reliability coefficients on the subscales and factor scores for the norming sample and for Spanish speakers. The reviewers felt that both the test reliability and validity were moderate. The validity of the Spanish SOS is dependent upon the validity of the English version. Reviewers felt that the examiner's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the SOS to be culturally and linguistically inappropriate for Hispanic students in grades K-6 for several reasons. They felt that reading the items aloud in Spanish and English was distracting, and that the answer sheets with happy and sad faces were confusing since a sad face would often be the correct response for a positive answer (e.g., **Do you feel nervous in school?**). Reviewers commented that some vocabulary would be unfamiliar to Mexican-American students and that phrases such as **Me siento herido,** a direct translation of **My feelings are hurt,** were incorrect. Reviewers felt that many items were insensitive to Hispanic cultural values.

Language Dominance
Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Science
Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles
General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1974 — FIELD SENSITIVE AND FIELD INDEPENDENT BEHAVIOR OBSERVATION INSTRUMENTS

Descriptive Information

Purpose: To assess the frequency of a student's field sensitive and field independent observable behaviors.

Score Interpretation: This instrument uses a 5-point scale to show the frequency with which specific behaviors are observed. Suggestions are available for adapting teaching styles to these behaviors.

Grade Range: Not specified (reviewed for grades K-3).

Target Ethnic Group: Mexican-American

Administration Time: Not specified.

Administrator Requirements: Not specified.

Authors: Manuel Ramirez III and Alfredo Castañeda

Source: Ramirez, Manuel, Herold, P. Leslie, Castañeda, Alfredo. "Field Sensitivity and Field Independence in Children," **New Approaches to Bilingual, Bicultural Education.** Austin, Texas: Dissemination Center for Bilingual/Bicultural Education, 1974.

Cost: This instrument may be duplicated at the user's expense from the text cited above.

This observation instrument consists of a field sensitive and a field independent behavioral rating form designed to assess behavioral or learning style differences of a child within the school environment. The 11 items on each form determine the student's relationship with his or her teacher and peers and identify characteristics of the curriculum which are most suitable to the student's learning style. Over a period of several days, the teacher rates each child individually. Answers are hand scored.

Technical Information

Reviewers were not able to comment on the psychometric characteristics of this instrument because no data on reliability and validity were available. Additionally, no information was provided as to the number and ages of Mexican-American students with whom these rating forms had been used. Reviewers indicated that further guidelines regarding scoring procedures and the appropriate classroom application of the information derived from this instrument would be helpful.

Cultural and Linguistic Information

The item content, format, procedures, and available directions were found to be appropriate for use with Mexican-American students in grades K-3. Reviewers cautioned that the teacher observations on which this instrument is based could be somewhat subjective, and that a student's behavior might appear field sensitive in one classroom but field independent in another classroom.

1976 — GRUEN, KORTE, STEPHENS INTERNAL-EXTERNAL SCALE

Descriptive Information

Purpose: To assess a student's perception of his or her control over the home and school environment.

Score Interpretation: This instrument yields the number of external responses made. A high score indicates that the student feels he has little control over his environment; a low score shows the opposite.

Grade Range: 2-6 (most appropriate for grade 2)

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Approximately 40 minutes; not timed.

Administrator Requirements: Not specified.

Authors: Gerald E. Gruen, John R. Korte, and Mark Stephens

Source: Educational Testing Service, ETS Test Collection, Tests in Microfiche, Princeton, New Jersey 08540. Administration procedures are discussed in "Group Measures of Locus of Control," Gruen, G., Korte, J. R., and Baum, J. F., **Developmental Psychology,** 1974, Vol. 10, No. 5, pp. 683-686.

Cost: A microfiche copy of this instrument costs $5.00.

This diagnostic instrument one contains 38 items. For each item the student must choose one of two explanations for the circumstances shown in a stimulus picture. In each case, one choice shows perceived internal control and one choice shows perceived external control of the environment. For example, in one test item there is a picture of a teacher smiling. The test administrator asks the following: **Would she be smiling because: You are trying hard to do your best? Or because: The teacher likes the story you are reading?** Instructions are given orally in English. Students mark their answers in hand-scorable booklets. Group administration is appropriate.

Technical Information

The authors obtained mean performance levels on this instrument for 1100 students from low- and middle-income families in Gary, Indiana. There were 368 Spanish-English bilingual children in this sample. Reviewers did not feel that these mean performance levels were generalizable because neither standard deviations nor percentiles were reported and because the subgroup samples were small. The authors report moderate reliability coefficients averaging .76. Reviewers noted a lack of agreement between results obtained from this test and from others designed to measure locus of control and stated that this instrument was more appropriate for research than for classroom use. An examiner's manual was not available.

Cultural and Linguistic Information

Reviewers commented that the item content, format, illustrations, and directions were appropriate only for English-dominant, Mexican-American students. They also mentioned that certain questions could be considered an invasion of privacy. As an example, they cited: **If this were your mother and father, would they probably be angry because: You got bad grades at school? Or because: Your mother and father just had a fight?**

1963 – JUNIOR EYSENCK PERSONALITY INVENTORY

Descriptive Information

Purpose: To measure neuroticism and extraversion in children.

Score Interpretation: This instrument yields extraversion, neuroticism, and "lie scale" raw scores.

Grade Range: 2-10 (reviewed for grades 2-6)

Target Ethnic Group: General (reviewed for Mexican-American)

Administration Time: Not specified; not timed.

Administrator Requirements: The administrator must be proficient in English.

Author: Sybil B. G. Eysenck

Source: Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107

Cost: A package of 25 Inventory booklets costs $4.50.

This norm-referenced inventory contains 60 written questions about a student's likes, dislikes, anxieties, fears, and feelings of loneliness and shyness. Students read the items and respond to the questions by marking in test booklets. Answers can be hand or machine scored. Group administration is appropriate. A Spanish-language version of this instrument is entitled I.P.E. JUVENIL.

Technical Information

The author feels that this instrument should only be used for experimental purposes because too little is known about its validity. The author does report extraversion, neuroticism, and "lie scale" mean scores and standard deviations for 2329 fourth- through eighth-grade students in central California, of whom approximately one-third were Mexican-American. Guide reviewers noted no significant differences between the scores of groups of Mexican-American, Black, and "majority" students who participated in the central California testing. Although an administrator's manual was not available, reviewers felt that the instructions written on the test booklets were adequate.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, and procedures to be culturally and linguistically appropriate for English-speaking Mexican-American students in grades 2-6. They commented that vocabulary words such as **cross**, **fed-up**, **boast**, **restless**, and **gay** might be unfamiliar to younger children.

Language Dominance
Spanish Language Proficiency
English Language Proficiency
Achievement in Mathematics
Achievement in Science
Achievement in Social Studies and Ethnic Studies
Achievement in Multi-Subject Areas
Attitude and Self-Concept
Learning Styles

General Ability and Scholastic Aptitude

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF SPANISH

1976 – CARTOON CONSERVATION SCALES (CCS) – Levels I and II

Descriptive Information

Purpose: To measure intellectual development.

Score Interpretation: This instrument yields a weighted score which can be compared to norms or related to individual prescription cards.

Grade Range: K-8: Level I, grades K-3; Level II, grades 4-8 (reviewed for grades K-6)

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 45 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish and English.

Author: Edward A. De Avila

Source: De Avila and Associates, 3528 Robinson Drive, Oakland, California 94602

Cost: A package of 30 test booklets, 30 scoring sheets, an examiner's handbook, a technical bulletin, an examiner's test book, and a book of follow-up activities cost $42.00.

This 30-item diagnostic instrument measures 6 Piagetian concepts: Identity, Length, Number, Substance, Distance, and Egocentricity. Instructions are given orally in Spanish or English. Students respond by marking pictures. Answers are hand scored. The author suggests individual administration for grades K-1, administration to no more than 8 students for grades 2-3, and administration to no more than 15 students for grades 4-6.

Technical Information

The norm groups for this instrument contained from 1288 to 6146 students between the ages of 6 and 11. Approximately 60% of these students had Spanish surnames. Reviewers felt that the high subscale reliabilities reported by the author for these groups was assured because of the gross heterogeneity of the sample. However, in the book **Mexican-American School Children: A Neo-Piagetian Analysis** (Georgetown University Press, 1974), the author reports total score reliabilities for 6 age groups by year, using a similar but not identical instrument. Reviewers noted that the subscores increased very slightly with age, but that the total scores for Level I seemed to be a reasonable measure for students ages 6 to 10, and that the total scores for Level II seemed to be a reasonable measure for students ages 7 to 11. The currently available administrator's manual contained several errata and reviewers found it difficult to follow.

Cultural and Linguistic Information

The item content, illustrations, and procedures were found to be linguistically and culturally appropriate for Cuban, Mexican-American, and Puerto Rican students in grades K-6. Reviewers felt that such words as **arcilla** and **niños** would probably need to be changed for use with Cuban or Puerto Rican students and noted that young children might have trouble following directions because test items are not always presented in sequential order.

1972 – COLUMBIA MENTAL MATURITY SCALE – Third Edition

Descriptive Information

Purpose: To assess general reasoning ability in English or in Spanish.

Score Interpretation: This instrument yields age deviation scores and a maturity index score.

Grade Range: Pre K-3 (reviewed for grades K-3)

Target Ethnic Group: General (reviewed for Mexican-American and Puerto Rican)

Administration Time: Approximately 20 minutes; not timed.

Administrator Requirements: The administrator should be proficient in the language in which the test is administered.

Authors: Bessie B. Burgemeister, Lucille Hollander Blum, and Irving Lorge

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: An examiner's kit with 92 pictorial stimuli cards and 35 individual record forms costs $62.35.

This diagnostic instrument was originally designed to assess the mental capacity of motor-impaired or verbally handicapped children. The examiner administers from 51 to 65 items, depending on the child's chronological age. For each item the child looks at pictures on a card and points to one picture that is not related to all the others. Answers are hand scored. Individual administration is required. Instructions are provided in English and Spanish.

Technical Information

The English-language version of this instrument was normed on a representative national sample of 2600 children between the ages of 3½ and 9½. However, no attempt was made to develop separate norms for the 74 Puerto Rican and 14 Mexican-American students included in this sample. The administrator's manual states that the COLUMBIA MENTAL MATURITY SCALE, because it does not depend on reading or other language skills, is particularly appropriate for children coming from limited- or non-English-speaking homes. Since neither reliability nor validity studies have been done to support the use of this scale with non-native English speakers, reviewers could not comment on its appropriateness for such a population. Reviewers noted that results for the English version of this test indicated that the validity of this instrument was no higher than that of group-administered instruments of the same type. Reviewers felt that the administrator's manual was clearly written and easy to use.

Cultural and Linguistic Information

Reviewers found the directions, item content, vocabulary, format, illustrations, and procedures to be culturally and linguistically appropriate for use with Mexican-American and Puerto Rican students in grades K-3.

1950 — CULTURE FAIR INTELLIGENCE TESTS — Spanish Version — Scale 2, Form A

Descriptive Information

Purpose: To measure, in Spanish, those aspects of intelligence which are minimally influenced by environment.

Score Interpretation: This instrument yields a standard score I.Q. The authors suggest the development of local norms.

Grade Range: 3-9 (reviewed for grades 3-6)

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: 12.5 minutes; timed.

Administrator Requirements: The administrator must be proficient in Spanish.

Authors: R. B. Cattell and A. K. S. Catell

Source: Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois 61820

Cost: A single copy of this instrument costs $.25.

The 4 tests which comprise this non-verbal diagnostic instrument contain 46 items designed to measure a student's ability to reason abstractly. On the first test the student is asked to select an item which completes a pictured sequence. On the second test the student must isolate the picture that does not belong to a specific set of pictures. On the third test the student must correctly complete a design from which parts are missing. A fourth test requires students to match designs which are similar. Instructions are given orally in Spanish. Students respond by marking answers in test booklets or on answer sheets. Answers are hand or machine scored. Group administration is appropriate.

Technical Information

Norms are not available for the Spanish-language version of this instrument. Although normalized standard I.Q. scores and percentile scores are available for the English version of this instrument, reviewers felt that these data could not be generalizaded to apply to the Spanish version. Reviewers in the **Sixth Mental Measurements Yearbook** (Buros, 1965) indicated that it may be impossible to measure hereditary intelligence separately from learned intelligence since these two elements of intelligence affect and limit each other. Guide reviewers noted many errors in the Spanish translation of the administrator instructions.

Cultural and Linguistic Information

Reviewers felt that the item content, illustrations, format, and procedures were culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican students in grades 3-6. However, they commented that the student directions were stilted and seemed to be an overly literal translation of the English. They also noted that children might have difficulty working with the abstract shapes depicted in the illustrations.

1962 — PRUEBAS DE HABILIDAD GENERAL — INTERAMERICANA — Levels I-III — Forms PRE and POST

Descriptive Information

Purpose: To assess a student's general academic ability in Spanish.

Score Interpretation: This instrument yields a total score based on verbal and non-verbal subscores. The author suggests the development of local norms. Sample norms are available from the publisher.

Grade Range: Pre K-Adult: Preschool Level; Level I, grades K-1; Level II, grades 2-3; Level III, grades 4-6; Level IV, grades 7-9; Level V, grades 10-13 (reviewed for grades K-6)

Target Ethnic Group: Hispanic (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 60 minutes for each level; the subtests are either paced or timed. Level I may be given in two sessions.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Herschel T. Manuel

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: A package of 20 test booklets and instructions costs $7.00 for Level I, $8.00 for Level II, and $9.50 for Level III.

This Spanish-language diagnostic instrument has a parallel English version entitled TESTS OF GENERAL ABILITY. To facilitate pre- and posttesting, two forms are available for each level. This instrument measures oral vocabulary, number association, classification, analogy, and sentence completion skills. Instructions are given orally in Spanish. Students respond by marking in test booklets, and answers are hand scored. Group administration is appropriate.

Technical Information

This instrument has been widely used throughout the United States with students of Cuban, Mexican-American, and Puerto Rican descent. According to **The Sixth Mental Measurements Yearbook** (Buros, 1965), the test developers do not provide appropriate norms for Spanish-speaking students. Reviewers considered the test reliability coefficients (.45-.90) to be moderate and indicated that claims for concurrent validity were not supported by systematic validation procedures. Reviewers did not consider the Spanish and English versions of the instrument to be of equal difficulty. Guide reviewers gave the administrator's manual a high rating because the instructions were clearly stated and because directions could be delivered with ease during a testing session.

Cultural and Linguistic Information

Reviewers felt that the item content and directions were culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican students in grades K-6. They noted that the illustrations were often difficult to decipher and that they usually depicted non-Hispanic people. Reviewers felt the test format was too crowded for use with younger children. Although they found the vocabulary to be generally acceptable, reviewers indicated that alternate vocabulary items should be included for Cuban speakers of Spanish.

1966 – SHORT TEST OF EDUCATIONAL ABILITY – Spanish Edition

Descriptive Information

Purpose: To provide an estimate of general educational ability and academic aptitude.

Score Interpretation: This instrument yields a single score derived from 4 subtests. Mental age, stanine, and percentile scores can be obtained through the SRA scoring service.

Grade Range: K-3: Level I, grades K-1; Level II, grades 2-3. (The English edition with 5 levels for grades K-12 is not reviewed here.)

Target Ethnic Groups: Cuban, Mexican-American, and Puerto Rican

Administration Time: Approximately 30 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Spanish.

Author: Developed by Science Research Associates (from the SRA PRIMARY MENTAL ABILITIES TEST and the TESTS OF EDUCATIONAL ABILITY)

Source: Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611

Cost: The Spanish edition, Levels I and II, costs $6.47 for a package containing 25 test booklets, 1 examiner's manual, 1 set of conversion tables, and 25 practice marking sheets. Rates for large orders are lower. The Interpeter's Manual costs $.59. The scoring service charge is $.85 per student.

The Spanish version of this norm-referenced instrument is composed of 2 levels. Level I tests the ability to understand cause-and-effect relationships in simple situations dealing with actions and objects. The spatial relations sections found in both levels measure the ability to visualize the relation of one shape to another. A pictorial vocabulary test and a test of simple arithmetic reasoning are used for Level II only. There are 45 items on Level I and 55 items on Level II. Students respond by marking answers in test booklets or on answer sheets. Answer are hand or machine scored. The instrument is designed to be administered to a group of 15 to 20 students.

Technical Information

No normative data are available for the Spanish edition. Although norming information is available for the English version, reviewers saw no meaningful relationship between scores on the two versions. The publishers report no reliability or validity studies. Reviewers for the **Seventh Mental Measurements Yearbook** (Buros, 1972), questioned the validity of the original version of this test since it rests on the assumption that the instrument measures the same things as the two longer tests from which it was derived (see Author, above). Reviewers for this Guide felt that the administrator's manual would have been clearer if the English and Spanish instructions had been published in two separate booklets.

Cultural and Linguistic Information

Reviewers were pleased to see that regional variations of Spanish were used in the student directions. However, they felt that students who had never used machine-scorable booklets would have difficulty following the procedures for responding, since only one practice example is provided. Furthermore, the format on both hand- and machine-scorable tests was visually confusing. The reviewers felt that the abstract shapes on the spatial relations subtest might be unfamiliar and quite difficult for field-dependent Hispanic students.

1962 – TESTS OF GENERAL ABILITY – INTER-AMERICAN – Levels I-III – Forms PRE and POST

Descriptive Information

Purpose: To assess a student's general academic ability in English.

Score Interpretation: This instrument yields a total score based on verbal and non-verbal subscores. The author suggests the development of local norms. Sample norms are available from the publisher.

Grade Range: Pre K-Adult: Preschool Level; Level I, grades K-1; Level II, grades 2-3; Level III, grades 4-6; Level IV, grades 7-9; Level V, grades 10-13 (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Cuban, Mexican-American, and Puerto Rican)

Administration Time: Approximately 60 minutes for each level; the subtests are either paced or timed. Level I may be given in 2 sessions.

Administrator Requirements: The administrator should be proficient in English.

Author: Herschel T. Manuel

Source: Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284

Cost: A package of 20 test booklets and instructions costs $7.00 for Level I, $8.00 for Level II, and $9.50 for Level III.

This English-language diagnostic instrument has a parallel Spanish version entitled PRUEBAS DE HABILIDAD GENERAL. To facilitate pre- and posttesting, two forms are available for each level. This instrument measures oral vocabulary, number association, classification, analogy, and sentence completion skills. Instructions are given orally in English. Students respond by marking in test booklets, and answers are hand scored. Group administration is appropriate.

Technical Information

This instrument has been widely used throughout the United States with students of Cuban, Mexican-American, and Puerto Rican descent. Reviewers for **The Sixth Mental Measurements Yearbook** (Buros, 1965) stated that normative data for English speakers were of doubtful value because of the small, undefined sample. They considered the test reliability coefficients (.40-.90) to be moderate and felt that claims for concurrent validity were not supported by systematic validation procedures. Reviewers felt that the Spanish and English versions of this instrument were not of equal difficulty. Guide reviewers gave the administrator's manual a high rating because the instructions were clearly stated and because the directions could be delivered with ease during the testing session.

Cultural and Linguistic Information

Reviewers felt that the directions, format, and procedures were culturally and linguistically appropriate for English-speaking students of Cuban, Mexican-American, and Puerto Rican descent in grades K-6. Reviewers noted that although the item content, vocabulary, and illustrations were generally acceptable, they did not reflect Hispanic culture.

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF TAGALOG

1975 — BILINGUAL SYNTAX MEASURE (BSM) — TAGALOG EDITION

Descriptive Information

Purpose: To measure syntactic proficiency by eliciting natural speech samples in Tagalog and English.

Score Interpretation: This instrument contains a Syntax Acquisition Index which places a child at 1 of 5 proficiency levels in English and Tagalog. Instructional suggestions are provided for each proficiency level.

Grade Range: K-2

Target Ethnic Group: General (reviewed for Filipino; see also Italian and Spanish entries)

Administration Time: Approximately 15 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Tagalog and English.

Authors: Marina K. Burt, Heidi C. Dulay, and Eduardo Hernández Chávez. Adapted by permission of the publisher by the Asian American Bilingual Center, ESEA Title VII, Berkeley Unified School District. Translated by Nilda G. Joven, Teresito M. Laygo, and Rey Aguilar.

Source: The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Cost: If the English kit, including a Picture Booklet, a Manual, a Technical Handbook, 35 Child Response Booklets, and a Class Record Sheet, is purchased for $29.45, the publisher will provide a free copy of the Tagalog Child Response Booklet.

This diagnostic instrument has similar, but not identical, forms in Tagalog and English which measure a student's command of basic grammatical structure regardless of his pronunciation or general knowledge. If both English and Tagalog versions are administered, the test may serve as a language dominance measure. The administrator asks the student 25 questions relating to 7 pictorial stimuli. Students respond orally; responses are recorded by the examiner and are hand scored. Individual administration is required.

Technical Information

The publishers were not able to supply information as to the number and ages of Filipino students who have used this instrument. This edition has not been normed and reliability and validity data are not available. Although the Technical Handbook for the Spanish-English edition contains statistical information, the data are not meaningful for the Tagalog edition of the BSM. No administrator's manual is available in Tagalog, and reviewers found the directions to the examiner in the Tagalog Child Response Booklet to be unclear.

Cultural and Linguistic Information

Filipino

Reviewers found the item content, vocabulary, and illustrations appropriate for Tagalog speakers in grades K-2. They noted, however, that there were errors in the Tagalog translation. For example, **Bakit hindi hari ang aso?** should be in the past tense: **Bakit hindi nakita....** Reviewers also commented that items such as the one referring to a king would be very unfamiliar to Filipino students.

1977 — MARYSVILLE TEST OF LANGUAGE DOMINANCE — Revised

Descriptive Information

Purpose: To determine whether a student's dominant language is Tagalog or English and to provide information about the student's background.

Score Interpretation: This instrument yields raw scores in Tagalog and English which may be compared to determine the language in which a student functions best.

Grade Range: K-5

Target Ethnic Group: Filipino (see also Chinese and Spanish entries)

Administration Time: Approximately 40 minutes; not timed.

Administrator Requirements: The administrator should be proficient in the language in which the instrument is being administered.

Author: Eleanor Thonis

Source: Marysville Reading-Learning Center, Marysville Joint Unified School District, 11th and Powerline, Olivehurst, California 95961

Cost: This instrument is available at no charge and may be duplicated at the user's expense.

This structured, diagnostic interview guide consists of parallel forms in English and Tagalog designed to assess a student's listening, speaking, reading, and writing skills. There are 60 items on each form. Instructions are given orally. Students respond orally, in writing, or by performing specific tasks on command. Answers are hand scored. Individual administration is required.

Technical Information

The instrument has been used with an unspecified number of Filipino students in northern California. Reviewers were unable to comment on the psychometric characteristics of the instrument because norms and reliability and validity measures were not available. The author claims face validity for the instrument based upon teacher judgment and on the selection of test items that appeared to be familiar to every child. The author has stated that this test is not a rigorous research tool, nor is it a precision instrument which purports to measure levels of language competency. It is a preliminary screening device that should be used in conjunction with other assessment instruments when scores in English and Tagalog are relatively equal. Reviewers felt that the instructions to the administrator were clearly written and easy to use.

Cultural and Linguistic Information

Filipino

Reviewers found the item content and procedures to be culturally appropriate for Filipino students in grades K-5. However, they felt that the student directions, item content, and vocabulary were linguistically inappropriate because of errors in translation.

1976 – TEST OF LANGUAGE DOMINANCE (TOLD) – Tagalog Version

Descriptive Information

Purpose: To measure a student's proficiency in Tagalog and English and to identify the dominant language.

Score Interpretation: This instrument yields total Tagalog and English proficiency scores, a bilingual ratio score corresponding to 1 of 5 dominance categories, and percentile equivalent scores by grade level.

Grade Range: K-2

Target Ethnic Group: Filipino (see also Navajo and Spanish entries)

Administration Time: Approximately 25 minutes; Part I is paced and Part II is timed. The test may be given in 2 sessions.

Administrator Requirements: The administrator should be proficient in Tagalog and English.

Authors: Willard P. Bass; Tagalog version prepared by Edward A. Tennant and translated by Ernest Casulucan for the Alaska State Department of Education.

Source: Southwest Research Associates, P.O. Box 4092, Albuquerque, New Mexico 87106

Cost: A copy of this instrument costs $1.00.

This 60-item norm-referenced instrument is designed to measure a student's listening comprehension and speaking skills. The test is divided into 2 parts. Each part contains sections in Tagalog and in English. In Part I the administrator names words or describes objects and the students mark the corresponding pictures in their test booklets. In Part II, which is individually administered, the examiner asks each student to name as many domain-related objects as he or she can in 1 minute. Students respond first in Tagalog, then in English. The 4 domains tested are home, school, outside, and parts of the body. All answers are hand scored.

Technical Information

In 1975, the authors normed other versions of this instrument with 1022 students who spoke English, Navajo, Spanish, Ute, Yupik, or Zuni. Reviewers were unable to evaluate the psychometric characteristics of this instrument because the authors did not describe the procedures they followed when norming, validating, and determining the reliability of this instrument. Although reviewers felt that the concept of a bilingual ratio score was interesting, they thought that it should have been more fully discussed in the technical manual. Reviewers commented that the administrator's manual was not always clear, especially when referring to examples and test sections in the student booklet.

Cultural and Linguistic Information

Filipino

Reviewers found the item content, vocabulary, illustrations, and format to be culturally and linguistically appropriate for Filipino students in grades K-2. However, they felt that shy children might provide very few oral responses in Part II. Reviewers felt that the authors should have used informal pronouns in the student directions to put children at ease.

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF TAGALOG

Bilingual Educators may wish to use one of the following multi-purpose assessment instruments to assess a student's TAGALOG LANGUAGE PROFICIENCY. These instruments are reviewed on the pages listed below.

1975 – BILINGUAL SYNTAX MEASURE (BSM) – TAGALOG EDITION 161
1976 – TEST OF LANGUAGE DOMINANCE (TOLD) Tagalog Version 162

1975 – DALY CITY ORAL LANGUAGE SURVEY – Tagalog

Descriptive Information

Purpose: To assess a student's listening and speaking skills and knowledge of basic concepts in Tagalog.

Score Interpretation: This instrument yields a raw score indicative of the degree of mastery of specific vocabulary and concepts.

Grade Range: K-3

Target Ethnic Group: Filipino

Administration Time: Approximately 10 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Tagalog and English.

Author: Bilingual Education Project, Jefferson School District

Source: Jefferson School District, Martin Luther King Jr. Education Center, 101 Lincoln Avenue, Daly City, California 94015

Cost: One copy of this instrument and accompanying instructions may be obtained for $.35 and duplicated at the user's expense.

This diagnostic placement instrument is designed to be administered as a pre- and posttest to measure oral language proficiency in Tagalog. There are 8 subtests in which the child is asked to perform different tasks. Instructions are given orally in Tagalog. Students may respond in English or Tagalog. Other responses include performing such actions as jumping, catching a ball, or pointing to a specific object. Answers are hand scored. Individual administration is required. Following the administration of this test, the English version is to be given. (See **DALY CITY ORAL LANGUAGE SURVEY – English.)**

Technical Information

This instrument has been used in California with 70 Filipino children in grades K-3. The children lived in a suburban setting and were from middle-income families. Their linguistic abilities ranged from non-English-speaking to bilingual. The reviewers felt that this instrument had face validity because all responses are performance based. Reviewers were unable to comment on the psychometric characteristics of this instrument because no studies on reliability have been conducted and the instrument has not been normed. Although some instructions are provided for the test administrator, reviewers felt that the testing procedures and objectives were not clear. They specifically mentioned the need for further information regarding the use of manipulatives.

Cultural and Linguistic Information

The vocabulary and format were found to be culturally and linguistically appropriate for Filipino students in grades K-3. The reviewers did feel, however, that the item content basically assesses a superficial level of language proficiency and knowledge of simple vocabulary items. Several grammatical errors were noted, such as **sa ano mo ginagamit ito?** instead of **saan mo ginamit ito?**

Language Dominance
Tagalog Language Proficiency
English Language Proficiency
Achievement in Multi-Subject Areas
Notes

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF TAGALOG

Bilingual Educators may wish to use one of the following multi-purpose assessment instruments to assess a student's TAGALOG LANGUAGE PROFICIENCY. These instruments are reviewed on the pages listed below.

1975 – BILINGUAL SYNTAX MEASURE (BSM) – TAGALOG EDITION 161
1976 – TEST OF LANGUAGE DOMINANCE (TOLD) Tagalog Version 162

1975 — DALY CITY ORAL LANGUAGE SURVEY — English

Descriptive Information

Purpose: To assess a student's listening and speaking skills and knowledge of basic concepts in English.

Score Interpretation: This instrument yields a raw score indicative of the degree of mastery of specific vocabulary and concepts.

Grade Range: K-3

Target Ethnic Group: Filipino

Administration Time: Approximately 10 minutes; not timed.

Administrator Requirements: The administrator should be proficient in Tagalog and English.

Author: Bilingual Education Project, Jefferson School District

Source: Jefferson School District, Martin Luther King Jr. Education Center, 101 Lincoln, Daly City, California 94015

Cost: One copy of this instrument and accompanying instructions may be obtained for $.35 and duplicated at the user's expense.

This diagnostic placement instrument is designed to be administered as pre- and posttest to measure oral language proficiency in English. There are 8 subtests in which the child is asked to perform different tasks. Instructions are given orally in English. Students may respond in English or Tagalog. Other responses include performing such actions as jumping, catching a ball, or pointing to a specific object. Answers are hand scored. Individual administration is required. This test is to be administered after the Tagalog version is given. (See **DALY CITY ORAL LANGUAGE SURVEY — Tagalog.)**

Technical Information

This instrument has been used in California with 70 Filipino children in grades K-3. The children lived in a suburban setting and were from middle-income families. Their linguistic abilities ranged from non-English-speaking to bilingual. The reviewers felt that this instrument had face validity because all responses are perfomance based. Reviewers were unable to comment on the psychometric characteristics of this instrument because no studies on reliability have been conducted and the instrument has not been normed. Although some instructions are provided for the test administrator, reviewers felt that the testing procedures and objectives were not clear. They specifically mentioned the need for further information regarding the use of manipulatives.

Cultural and Linguistic Information

The vocabulary and format were found to be culturally and linguistically appropriate for Filipino students in grades K-3. The reviewers did feel, however, that the item content basically assesses a superficial level of language proficiency and knowledge of simple vocabulary items.

ASSESSMENT INSTRUMENTS FOR NATIVE SPEAKERS OF TAGALOG

1974 – COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) – Levels A-C, 1 and 2 Form S (Reading, Language, and Mathematics Sections)

Descriptive Information

Purpose: To assess a student's basic skills in reading, language, and mathematics.

Score Interpretation: This instrument yields percentiles, stanines, grade equivalents, and expanded standard scores.

Grade Range: K-12: Level A, K-1.3; Level B, K.6-1.9; Level C, 1.6-2.9; Level 1, 2.5-4.9; Level 2, 4.5-6.9; Level 3, 6.5-8.9; Level 4, 8.5-12.9 (reviewed for grades K-6)

Target Ethnic Group: General (reviewed for Filipino; see also Chinese, Navajo, and Spanish entries)

Administration Time: Levels A and B, 3 hours; Level C, 3.75 hours; Levels 1 and 2, 4 hours; timed.

Administrator Requirements: Not specified.

Author: CTB/McGraw-Hill

Source: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

Cost: A package of 35 test booklets and 1 examiner's manual costs $18.20 (machine-scorable version) or $11.90 (hand-scorable version). A multi-level examination kit costs $12.00.

This achievement instrument consists of overlapping levels designed to assess pre-reading and reading comprehension skills, language mechanics, spelling, and mathematic computation, concepts, and applications. There are 168 items on Level A, 174 items on Level B, 266 items on Level C, 337 items on Level 1, and 336 items on Level 2. Items are read aloud by the administrator or silently by students. For Levels A-C and 1, students respond by marking in machine- or hand-scorable booklets. Separate answer sheets are available for Levels 1-4. Group administration is appropriate.

Technical Information

The publishers subjected the CTBS Form S to statistical debiasing procedures and to debiasing by a panel of experts. The U.S. Office of Education sponsored further bias studies on the reading, language, and mathematics sections of this test. For these studies, a panel including Asian, Mexican-American, and American Indian educators evaluated items which appeared to be statistically biased against certain ethnic groups and concluded that the majority of these items were not biased.* Guide reviewers found the administrator's manuals clearly written and easy to use.

Cultural and Linguistic Information

Filipino

Reviewers found the directions, item content, vocabulary, illustrations, format, and procedures to be moderately appropriate for English-speaking Filipino students in grades K-6. They felt that the item content of the reference skills test might be unfamiliar to Filipino children. Reviewers stressed that the CTBS/S at all levels is inappropriate for limited- and non-English-speaking Filipino children because the content and illustrations have a decidedly North American orientation. They also cautioned that many Filipino children would be unfamiliar with the mechanics of taking such an achievement test.

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* Hoepfner, R., and Christen, F., **Measures of Academic Growth,** Santa Monica, California: System Development Corporation and RMC Research Corporation, 1976.

NOTES

In the following areas no instruments were located for native speakers of Tagalog:

- ACHIEVEMENT IN MATHEMATICS
- ACHIEVEMENT IN SCIENCE
- ACHIEVEMENT IN SOCIAL STUDIES AND ETHNIC STUDIES
- ATTITUDE AND SELF-CONCEPT
- LEARNING STYLES
- GENERAL ABILITY AND SCHOLASTIC APTITUDE

APPENDIX A – COMPREHENSIVE INDEX

Ed. Note: Entries without page numbers were not available for review.

COMPREHENSIVE INDEX OF INSTRUMENTS SCREENED FOR GUIDE INCLUSION

INSTRUMENT NAME, SOURCE, AND COMMENTS

The ABC Inventory to Determine Kindergarten and School Readiness
Educational Studies and Development
1357 Forest Park Road
Muskegon, Michigan 49441
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Achievement Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to disseminate this instrument, which is used with native Chinese speakers

Adaptation of Botel Reading Inventory
Providence School Department
Office of Bilingual Education
86 Fourth Street
Providence, Rhode Island 02906
See Portuguese section, p. 67

Amanecer: Exámenes Finales para Empezando a Leer y Aprendiendo a Leer
Behavioral Research Laboratories
P.O. Box 577
Palo Alto, California 94302
Does not yield scores which can be meaningfully interpreted outside the context of a specific curriculum or a commercial series

Ambiguous Verbal Stimulus Test to Measure Language Dominance in Spanish-English Bilinguals
Educational Testing Service
E.T.S. Test Collection
Tests in Microfiche
Princeton, New Jersey 08540
See Spanish section, p. 83

American School Reading Readiness Test
The Bobbs-Merrill Company, Inc.
Test Division
4300 West 62nd Street
Indianapolis, Indiana 46206
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Analysis of Readiness Skills
Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107
See Spanish section, p. 135

Anton Brenner Developmental Gestalt Test of School Readiness
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025
See Spanish section, p. 135

Arthur Point Scale of Performance Tests (Revised Form II)
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Navajo section, p. 63

Austin Spanish Articulation Test
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 95

BEARU Prueba de Comprensión de Ciencia
BEARU, Hunter College
City University of New York
466 Lexington Avenue
New York, New York 10022
See Spanish section, p. 127

BMHS Test of Cultural Concepts
BMHS Program
Northeast 425 Maple
Pullman, Washington 99163
See Spanish section, p. 131

Bakersfield Amillaramientos de Destrezas and **Destrezas de Lenguaje Oral**
Bilingual Department
Bakersfield City School District
Education Center
1300 Baker Street
Bakersfield, California 93305
See Spanish section, p. 95

Barranquilla Rapid Survey Intelligence Test (BARSIT)/Test Rápido Barranquilla
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not normed with students residing in the United States

Bartel Structure Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to disseminate this instrument, which is used with native Chinese speakers

Basic Concept Inventory
Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

INSTRUMENT NAME, SOURCE, AND COMMENTS

Basic Inventory of Natural Language (BINL)
CHECpoint Systems
1558 No. Waterman Avenue, Suite C
San Bernardino, California 92404
Data are being developed for use
with Filipino, Italian, Navajo, and
Portuguese students
See Spanish section, p. 83

Basic Recognition Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Franscisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

Berlin-North Country French Objectives and Tests
Berlin-North Country Bilingual Education Program
School Street
Berlin, New Hampshire 03570
See French section, p. 29

The Big E
Institute of Modern Languages
2622 Pittman Drive
Silver Springs, Maryland 20910
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Bilingual Education Test (French)
National Bilingual Resource Center
P.O. Box 4-3410 USL
Lafayette, Louisiana 70504
Under development
The author does not consider the
technical information to be complete

Bilingual Education Test (Italian)
Tangipahoa Parish School Board
P.O. Box 457
Amite, Louisiana 70422
Under development
The author does not consider the
technical information to be complete

Bilingual Scale of Oral Language
Allen Toronto
Route 1, Box 168-S
San Marcos, Texas 78666
Under development
This instrument has been normed and
is scheduled for publication in the
fall of 1977

Bilingual Syntax Measure (BSM) — Medida de Sintaxis Bilingüe
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Spanish section, p. 84

Bilingual Syntax Measure (BSM) — Italian Edition
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Italian section, p. 35

Bilingual Syntax Measure (BSM) — Tagalog Edition
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Tagalog section, p. 161

Bilingual Test Battery
Bilingual Education Service Center
500 South Dwyer Avenue
Arlington Heights, Illinois 60005
Under development
A technical manual with reliability,
validity, and normative data will be
available by the fall of 1977

Boehm Test of Basic Concepts/Prueba Boehm de Conceptos Básicos
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Spanish section, p. 136

Boehm Test of Basic Concepts — Cantonese Adaptation
Los Angeles Bilingual Education Project
1555 Norfolk Street
Los Angeles, California 90033
Not available for review

Boehm Test of Basic Concepts — Pilipino Adaptation
Los Angeles Bilingual Education Project
1555 Norfolk Street
Los Angeles, California 90033
Not available for review

CAM Math Tests (Spanish-English)
Fremont Unified School District
40775 Fremont Blvd.
Fremont, California 94538
Received too late for review

CRS Spanish Placement Diagnostic Test
Crane Publishing Company
P.O. Box 3713
Trenton, New Jersey 08629
See Spanish section, p. 96

C.S.U.F. Spanish Language Arts Test
Title VII Bilingual Education Program
California State University
Fullerton, California 92634
See Spanish section, p. 96

Calexico Oral English Test
Calexico Unified School District
Bilingual Project
P.O. Box 792
Calexico, California 92231
See Spanish section, p. 111

INSTRUMENT NAME, SOURCE, AND COMMENTS

California Achievement Tests (CAT) – Form A
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
See Chinese, Navajo, and Spanish sections
pp. 11, 59, 136

California Achievement Tests – Mathematics (Spanish Adaptation)
Santa Barbara County Schools Bilingual Project
P.O. Box 6307
Santa Barbara, California 93111
See Spanish section p. 123

California H-200 Lessons
Melton Book Company
111 Leslie
Dallas, Texas 75207
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

California Test of Academic Aptitude
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

California Test of Mental Maturity
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

California Test of Personality
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Canaan Vermont Teacher-Made French Quizzes
Le Programme Bilingue of Canaan/Norton Vermont
P.O. Box 68
Canaan, Vermont 05903
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Cantonese as a Second Language Profile and Level I Test
San Francisco Unified School District
Chinese Bilingual Pilot Program
950 Clay Street
San Francisco, California 94108
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Carrow Elicited Language Inventory
Learning Concepts
2501 North Lamar
Austin, Texas 78705
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Cartoon Conservation Scales (CCS)
De Avila and Associates
3528 Robinson Drive
Oakland, California 94602
See Spanish section, p. 155

Caso Test for Non-English-Speaking Students
Adolph Caso
Waltham Public Schools
Waltham, Massachusetts 02154
See Chinese, French, Italian, and Spanish sections
pp. 7, 23, 41, 111

Chinese Education Center (CEC) Screening Test
Chinese Education Center
646 Clay Street
San Francisco, California 94111
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

The Child Behavior Rating Scale
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Chinese Bilingual Test Auditory-Concept Discrimination
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

Chinese Language Proficiency Test
Los Angeles Bilingual Education Project
1555 Norfolk Street
Los Angeles, California 90033
Not available for review

Chinese Test of Oral Proficiency
BABEL
2168 Shattuck Avenue
Berkeley, California 94702
Under development
The author does not consider the
technical information to be complete

Circus/Circo
Addison-Wesley Publishing Company
South Street
Reading, Massachusetts 01867
Under development
A Spanish-language version of this
instrument will be available by the
summer of 1978

INSTRUMENT NAME, SOURCE, AND COMMENTS

Classroom Reading Inventory
William C. Brown Company, Publishers
135 South Locust Street
Dubuque, Iowa 52001
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

CLOZE Test
Santa Barbara County Schools Bilingual Project
P.O. Box 6307
Santa Barbara, California 93111
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

CLOZE Test (Navajo)
Native American Materials Development Center
407 Rio Grande, Northwest
Albuquerque, New Mexico 87104
Not available for review

Cognitive Style Inventory for Bilingual Students
Director, Bilingual Education
Fordham University
School of Education at Lincoln Center
New York, New York 10023
Under development
The author noes not consider this
instrument to be complete. Further
research is being conducted

The Colored Progressive Matrices
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not normed with students residing in the United States
Directions are available in French,
Italian, Portuguese, and Spanish

Columbia Mental Maturity Scale
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Spanish section, p. 155

Comparative Language Ability Survey
San Jose Unified School District
1605 Park Avenue
San Jose, California 95126
Not available for review

Comprehension of Oral Language — Inter-American
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 112

Comprehension-Production Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

Comprehensive Career Assessment Scale
Learning Concepts
2501 North Lamar
Austin, Texas 78705
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Comprehensive Tests of Basic Skills
(CTBS)-Form S
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
See Chinese, Navajo, Spanish
and Tagalog sections
pp. 11, 59, 137, 173

Comprehensive Tests of Basic Skills
(CTBS)-Math Tests in Cantonese
Los Angeles Bilingual Education Project
1555 Norfolk Street
Los Angeles, California 90033
Not available for review

Comprehensive Tests of Basic Skills
(CTBS)-Math Tests in Spanish
Los Angeles Bilingual Education Project
1555 Norfolk Street
Los Angeles, California 90033
Not available for review

Comprensión del Lenguaje Oral — Interamericana
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 97

Conceptual Oral Language Test (COLT)
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011
See Spanish section, p. 112

Cooperative Preschool Inventory
(Spanish Edition)
Addison-Wesley Publishing Company
South Street
Reading, Massachusetts 01867
See Spanish section p. 137

Cooperative Primary Tests
Educational Testing Service (ETS)
Cooperative Test Division
Rosedale Road
Princeton, New Jersey 08540
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Crane Oral Dominance Test
Crane Publishing Company
P.O. Box 3713
Trenton, New Jersey 08629
See Spanish section, p. 84

INSTRUMENT NAME, SOURCE, AND COMMENTS

Crane Oral Dominance Test
(Italian and Portuguese versions)
Crane Publishing Company
P.O. Box 3713
Trenton, New Jersey 08629
Under development
The authors do not consider these
instruments to be complete

Criteria for Rating Pupils
Marysville Reading-Learning Center
Marysville Joint Unified School District
11th and Powerline
Olivehurst, California 95961
Instruments designed to identify
developmental or physiological
problems are not reviewed

Criterion Measurement Tests
Española Bilingual Education Program
P.O. Box 249
Española, New Mexico 87532
Not available for review

Criterion-Referenced Hispanic Culture and Heritage Test
Lansing Public Schools
Office of Bilingual Education
1106 North Cedar Street
Lansing, Michigan 48906
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Criterion-Referenced Test in Oral Language
Texas Migrant Education Program
Division of Compensatory and Migrant Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
Under development
This instrument has been pilot tested
and is being revised. It is scheduled
for completion by the fall of 1977

Criterion-Referenced Tests and Minimum Grade Standards
Eastern Navajo Agency
P.O. Box 328
Crownpoint, New Mexico 87313
Under development
This instrument is being revised
The authors do not have resources to
disseminate the instrument outside
the district

Criterion-Referenced Tests for Golden Mountain Reading Series
San Francisco Unified School District
Chinese Bilingual Pilot Program
950 Clay Street
San Francisco, California 94108
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Criterion-Referenced Tests of Navajo Language
Rock Point Community School
Chinle, Arizona 86503
Not available to the public
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Cultural Attitude Inventories
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 143

Cultural Attitude Scales (Mexican-American)
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 143

Cultural Attitude Scales (Puerto Rican)
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 144

Culture Fair Intelligence Tests (Spanish Version)
Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820
A French-Canadian version of this
instrument is also available from
the publisher
See Spanish section, p. 156

Dade County Test of Language Development – Receptive
Dade County Public Schools
1444 Biscayne Blvd., Suite 215
Miami, Florida 33132
See Spanish section, p. 113

Daly City Oral Language Survey
Jefferson School District
Martin Luther King Jr. Education Center
101 Lincoln Avenue
Daly City, California 94015
See Tagalog section, pp. 165, 169

Del Rio Language Screening Test
National Educational Laboratory Publishers, Inc.
P.O. Box 1003
Austin, Texas 78767
See Spanish section, p. 97

Del Rio Pruebas en Español (CRT)
J.B. Peña
San Felipe del Rio Consolidated
Independent School District
P.O. Box 1229
Del Rio, Texas 78840
Under development
The author does not consider the
technical information and item
content to be complete

INSTRUMENT NAME, SOURCE, AND COMMENTS

Developmental Profile
Human Development Training Institute
7574 University Avenue
La Mesa, California 92041
Instruments designed to identify
developmental or physiological
problems are not reviewed

Developmental Screening Questionnaire for Preschool Children
Educational Testing Service
ETS Test Collection
Tests in Microfiche
Princeton, New Jersey 08540
Instruments designed to identify
developmental or physiological
problems are not reviewed

Developmental Test of Visual-Motor Integration
Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607
Instruments designed to identify
developmental or physiological
problems are not reviewed

Diagnostic Language Assessment
Puerto Rican Family Institute
Bilingual Supportive Learning Centers
116 West 14th Street
New York, New York 10011
Under development
The author does not consider the
technical information and item
content to be complete

Diagnostic Reading Test
Puerto Rican Family Institute
Bilingual Supportive Learning Centers
116 West 14th Street
New York, New York 10011
Under development
The author does not consider the
technical information and item
content to be complete.

Diagnostic Test in Social Studies
Bilingual Education Program
New Bedford Public Schools
455 County Street
New Bedford, Massachusetts 02740
Designed for use with junior high
school students

Diagnostic Test for Sound Problems
A. C. Vromans, Incorporated
2085 East Foothill Blvd.
Pasadena, California 91109
See Spanish section, p. 113

Dos Amigos Verbal Language Scales
Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901
See Spanish section, p. 98

Durrell Listening-Reading Series
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Educational Attitude Survey, Healdsburgh, California
Dissemination Center for Bilingual/Bicultural Education
7703 North Lamar
Austin, Texas 78752
Designed for use with parents of
students in grades K-6

Elementary Modern Language Aptitude Test (EMLAT)
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Elementary Students Attitude Test – Chinese
Bilingual Education Project
William Land School
2120 12th Street
Sacramento, California 95818
See Chinese section, p. 15

Elementary Students Attitude Test – Spanish
Bilingual Education Project
William Land School
2120 12th Street
Sacramento, California 95818
See Spanish section, p. 144

English as a Second Language Achievement Tests
Curriculum Research and Development Center
University of Rhode Island
Kingston, Rhode Island 02881
Received too late for review

English as a Second Language Achievement Tests
Milwaukee Public Schools
Department of Educational Research and
Program Assessment
P.O. Drawer 10-K
Milwaukee, Wisconsin 53201
See Spanish section, p. 114

English as a Second Language Aptitude Tests
Curriculum Research and Development Center
University of Rhode Island
Kingston, Rhode Island 02881
Not available for review

English as a Second Language Diagnostic Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

153

INSTRUMENT NAME, SOURCE, AND COMMENTS

English as a Second Language Placement Test
San Diego Public Schools
ESEA Title III Project
4100 Normal Street
San Diego, California 92103
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

English as a Second Language Test
Caribou Bilingual Education Project
Title VII Office
59 Glenn Street
Caribou, Maine 04736
Not available for review

English as a Second Language Test
Charles Miura
Adult Education Program
Hiram Johnson School
6879 14th Avenue, Suite C-3
Sacramento, California 95820
No scoring procedures are provided

English as a Second Language: Unit on Prepositions
Milwaukee Public Schools
Bilingual Education Program
P.O. Drawer 10-K
Milwaukee, Wisconsin 53201
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

English Phonemic Unit Production Test (Revised)
Rudolph V. Skoczylas
7649 Santa Inez Court
Gilroy, California 95020
See French, Navajo, and Spanish sections
pp. 23, 55, 114

Escala de Inteligencia Wechsler para Niños – 1949
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Norms for students residing in the
United States are not available for
review

Exame de Gramática Portuguesa
Bilingual Education Program
New Bedford Public Schools
455 County Street
New Bedford, Massachusetts 02740
Designed for use with junior high
school students

Exame de Matemática
New Bedford School Department Production Center
455 County Street
New Bedford, Massachusetts 02740
See Portuguese section, p. 75

Examen en Español
Bilingual Center
City School District #17
960 Prospect Place
Brooklyn, New York 11213
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Examen de la Lecture Française
Bilingual Center
City School District #17
960 Prospect Place
Brooklyn, New York 11213
See French section, p. 19

Examen de Palabras de Reconocimiento
Bilingual Education Program
Lorain City Schools
1020 Seventh Street
Lorain, Ohio 44052
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Examen en Français
Caribou Bilingual Education Project
Title VII Office
59 Glenn Street
Caribou, Maine 04736
Under development
For a copy of this unrevised
instrument, contact the source

Examen Exploratorio de Lengua Española
Bilingual Center
City School District #17
960 Prospect Place
Brooklyn, New York 11213
See Spanish section, p. 98

Examen Final de Matemáticas
Edgewood Title VII Project
Edgewood Independent School District
5358 West Commerce Street
San Antonio, Texas 78237
Not available for review and no
longer in use

Examination in Structure (English as a Second Language)
English Language Institute
University of Michigan
Ann Arbor, Michigan 48104
Designed for use with adults

Experimental Scale for Rating Pupils' Ability to Speak English
Brooklyn Bilingual Center for Preschoolers
City School District #17
2 Linden Blvd.
Brooklyn, New York 11226
Under development
The author does not consider tha
technical information and item
content to be complete

INSTRUMENT NAME, SOURCE, AND COMMENTS

Field Sensitive and Field Independent Behavior Observation Instrument
Dissemination Center for Bilingual/Bicultural Education
7703 North Lamar
Austin, Texas 78752
Instrument included in: Ramírez, M.,
Herold, P. L., and Castañeda, A.
Field Sensitivity and Field Independence
in Children. **New Approaches to**
Bilingual, Bicultural Education.
Austin, Texas: The Dissemination
Center for Bilingual/Bicultural
Education, August 1974
See Spanish section, p. 151

Figural Intersections Test
Juan Pascual-Leone
Department of Psychology
York University
4700 Keele Street
Downsview, Ontario, Canada
Under development
The author does not consider the
technical information and item
content to be complete

Flexibility Test to Measure Language Dominance in Spanish-English Bilinguals
Educational Testing Service
ETS Test Collection
Tests in Microfiche
Princeton, New Jersey 08540
See Spanish section, p. 85

Formal Initial Registration Speaking Test (FIRST)
San Jose Unified School District
1605 Park Avenue
San Jose, California 95126
Not available for review

French Comprehension Test
Ontario Institute for Studies in Education
252 Bloor Street, West
Toronto, Ontario, Canada M5S 1V6
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

French Language Arts Test
ESEA Title VII French Bilingual Program
Iberia Parish School Board
Route B, Box 390-B (NAS)
New Iberia, Louisiana 70560
See French section, p. 19

French Language Tests of Basic Concepts
Lafayette Parish Bilingual Program
P.O. Box 156
Youngsville, Louisiana 70592
See French section, p. 29

French Reading Test
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
Under development
This instrument is being field tested

Furness Test of Aural Comprehension in Spanish-Form B
National Textbook Corporation
8259 Niles Center Road
Skokie, Illinois 60076
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Gates-MacGinitie Reading Tests
Teachers College Press
Teachers College
Columbia University
New York, New York 10027
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Gesell Development Kit
Programs for Education, Publishers
P.O. Box 85
Lumberville, Pennsylvania 18933
Instruments designed to identify
developmental or physiological
problems are not reviewed

Gilliland General Purpose Learning Potential Examination
Montana Reading Publications
Level 4, Stapleton Building
Room 225
Billings, Montana 49101
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog
This instrument was standardized with
other groups of American Indians in
the northwestern U.S.

Gilmore Oral Reading Test
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Gloria and David Oral Language Assessment Instrument
Language Arts Association, Inc.
1055 North Main Street, Suite 406
Santa Ana, California 92701
Not available for review

Goodenough-Harris Drawing Test
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

INSTRUMENT NAME, SOURCE, AND COMMENTS

The Gray Oral Reading Tests
The Bobbs-Merrill Company, Inc.
Test Division
4300 West 62nd Street
Indianapolis, Indiana 46206
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Gruen, Korte, Stephens Internal-External Scale
Educational Testing Service
ETS Test Collection
Tests in Microfiche
Princeton, New Jersey 08540
See Spanish section, p. 151

Handwriting Evaluation Scales
Zaner-Bloser Company
612 North Park Street
Columbus, Ohio 43215
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Harris Articulation Test
Educational Testing Service
ETS Test Collection
Tests in Microfiche
Princeton, New Jersey 08540
See Navajo section, p. 55

Hayward Bilingual Management System — English as a Second Language Criterion-Referenced and Mastery Tests — Portuguese
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Portuguese section, p. 71

Hayward Bilingual Management System — English as a Second Language Criterion-Referenced and Mastery Tests — Spanish
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Spanish section, p. 115

Hayward Bilingual Management System — Multicultural Social Studies Criterion-Referenced Tests — Portuguese
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Portuguese section, p. 79

Hayward Bilingual Management System — Multicultural Social Studies Criterion-Referenced Tests — Spanish
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Spanish section, p. 131

Hayward Bilingual Management System — Portuguese Math Criterion-Referenced and Mastery Tests
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Portuguese section, p. 75

Hayward Bilingual Management System — Portuguese Reading Criterion-Referenced and Mastery Tests
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Portuguese section, p. 67

Hayward Bilingual Management System — Spanish Math Criterion-Referenced and Mastery Tests
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Spanish section, p. 123

Hayward Bilingual Management System — Spanish Reading Criterion-Referenced and Mastery Tests
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
See Spanish section, p. 99

Hayward Language Dominance Indicator
Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
Hayward, California 94540
Under development
The author does not consider the
technical information and item
content to be complete

High-Wire: A Bilingual Language Development Workbook
Macjulep
519 Emmons Drive
Mountain View, California 94043
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Home Bilingual Usage Estimate
Rudolph V. Skoczylas
7649 Santa Inez Court
Gilroy, California 95020
See Spanish section, p. 85

Home Language Questionnaire
BABEL
2168 Shattuck Avenue
Berkeley, California 94702
Designed for use with parents of
students in grades K-6
A field test edition is available
from the source

How I See Myself Scale
Florida Education Research and Development Council
College of Education
University of Florida
Gainesville, Florida 32601
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

I.P.E. Juvenil
Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107
Designed for use with junior high
school students
This instrument is the Spanish
translation of the **Junior Eysenck
Personality Inventory**
See Spanish section, p. 152

Iberia Parish French Achievement Test in Reading
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
Under development
The author does not consider the
technical information and item
content to be complete

Illinois Test of Psycholinguistic Abilities
(Spanish Adaptation)
University of Illinois Press
Urbana, Illinois 61801
Under development
The Spanish adaptation of this
instrument is being developed

Inferred Self-Concept Scale
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025
See Spanish section, p. 145

Informal Language Assessment
Marysville Reading-Learning Center
Marysville Joint Unified School District
11th and Powerline
Olivehurst, California 95961
See Spanish section, p. 99

Inventario de Habilidades para Aprender a Leer
Educational Programmers, Inc.
P.O. Box 332
Roseburg, Oregon 97470
See Spanish section, p. 100

Iowa Silent Reading Tests
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Iowa Test of Basic Skills
Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Ivie Attitudinal Test
Richard P. Ivie
Bilingual Resource Center
701 North Huntington Blvd.
Pomona, California 91768
See Spanish section, p. 145

James Language Dominance Test
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 86

Junior Eysenck Personality Inventory
Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107
See Spanish section, p. 152

KeyMath Diagnostic Arithmetic Test
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Kindergarten Student Profile
Santa Barbara County Schools Bilingual Project
P.O. Box 6307
Santa Barbara, California 93111
Instruments designed to identify
developmental or physiological
problems are not reviewed

**Language Arts Criterion-Referenced
Tests — Part I**
Dissemination Center for Bilingual/Bicultural Education
7703 North Lamar
Austin, Texas 78752
Not available for review and no
longer in use

Language Assessment Battery (LAB)
Houghton Mifflin Company
Test Department
P.O. Box 1970
Iowa City, Iowa 52240
See Spanish section, p. 86

**Language Assessment Battery (LAB) —
Italian Reading Test**
Office of Educational Evaluation
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201
Under development
This instrument has been field tested
and is scheduled for completion in
the fall of 1977

INSTRUMENT NAME, SOURCE, AND COMMENTS

Language Assessment Scales (LAS) –
(English Version)
Linguametrics Group
P.O. Box 454
Corte Madera, California 94925
See Spanish section, p. 115

Language Assessment Scales (LAS) –
(Spanish Version)
Linguametrics Group
P.O. Box 454
Corte Madera, California 94925
See Spanish section, p. 100

Language Dominance Criteria (Second Revision)
Title VII Bilingual Program
California State University
Fullerton, California 92634
See Spanish section, p. 87

Language Dominance Index Form/Indice de Lenguaje Predominante
Pomona Unified School District
Title VII Bilingual-Bicultural Program
701 North Huntington Blvd.
Pomona, California 91768
Under development
The author does not consider the technical information and item content to be complete

Language Dominance Interview
S. Carole Marie Kelley
P.O. Box 1067
Hollister, California 95023
Under development
The author does not consider the technical information and item content to be complete

Language Dominance Survey
Pittsburg Unified School District
2000 Railroad Avenue
Pittsburg, California 94565
Received too late for review

Language Dominance Survey
Los Nietos School District
Bilingual Program
P.O. Box 2006
Los Nietos, California 90610
See Spanish section, p. 87

Language Dominance Survey to Identify Limited English-Speaking Students – Cuestionario de Idiomas para Identificar los Alumnos que Hablan Poco Inglés
Los Nietos School District
P.O. Box 2006
Los Nietos, California 90610
Designed for use with parents of students in grades K-6

Language Dominance Test for Navajo Speakers
Southwest Board of Cooperative Services
P.O. Drawer 1420
Cortez, Colorado 81321
Under development
This instrument has not been field tested

Language Dominance Test
(French-English-Creole)
Cambridge Bilingual Education Program
1700 Cambridge Street
Cambridge, Massachusetts 02138
Under development
The authors will disseminate this instrument as is, without administration and scoring procedures

Language Dominance Test
(Spanish-English)
Cambridge Bilingual Education Program
1700 Cambridge Street
Cambridge, Massachusetts 02138
Under development
The authors will disseminate this instrument as is, without administration and scoring procedures

Language Facility Test
The Allington Corporation
801 North Pitt Street, #701
Alexandria, Virginia 22314
See Spanish section, p. 116

Language Usage Inventory
Title VII Bilingual-Bicultural Program
Brooks County Independent School District
P.O. Box 589
Falfurrias, Texas 78355
See Spanish section, p. 88

Lansing Self-Appraisal Inventory
Lansing Public Schools
Office of Bilingual Education
1106 North Cedar
Lansing, Michigan 48906
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Las Cruces Student Questionnaire
Bilingual Education Project
Las Cruces Public Schools
301 West Amador Avenue
Las Cruces, New Mexico 88001
No scoring procedures are provided

Lee-Clark Reading Readiness Test
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Lindamood Auditory Conceptualization Test
NYT Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Linguistic Capacity Index
Frederick H. Brengelman
California State University at Fresno
Fresno, California 93710
See Spanish section, p. 116

Lorge-Thorndike Intelligence Test
Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Los Angeles System Force
(English-Spanish)
Los Angeles Bilingual Education Project
1555 Norfolk Street
Los Angeles, California 90033
Not available for review

MAT-SEA-CAL Oral Proficiency Tests
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Under development
This instrument is being revised

Mary's Family Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

Marysville Test of Language Dominance
Marysville Reading-Learning Center
Marysville Joint Unified School District
11th and Powerline
Olivehurst, California 95961
See Chinese, Spanish, and Tagalog sections
pp. 3, 88, 161

Mascenic French Achievement Test in Reading
Mascenic Bilingual Program
Greenville, New Hampshire 03048
Not available to the public and no
longer in use

Mastery Level Test
Santillana Publishing Company
575 Lexington Avenue
New York, New York 10022
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Mastery Tests for the Primary Grades
The Macmillan Company
866 Third Avenue
New York, New York 10022
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Math Readiness Test (Portuguese)
University of Rhode Island
Curriculum Research and Development Center
Kingston, Rhode Island 02881
Not available for review

McCarthy Scales of Children's Abilities
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Metro "70"
Caribou Bilingual Education Project
Title VII Office
59 Glenn Street
Caribou, Maine 04736
Not available to the public
This French adaptation of the **Metropolitan
Achievement Tests** is presently
restricted to use in this project
Contact Harcourt Brace/Psychological
Corporation for further information

Metropolitan Achievement Tests
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Metropolitan Readiness Tests
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Chinese, Navajo, and Spanish sections
pp. 12, 60, 138

Michigan Oral Language Assessment Test
Michigan Migrant Education Program
Michigan Department of Education
P.O. Box 420
Lansing, Michigan 48902
Under development
This instrument has been field
tested and is being revised. A new
manual is being prepared

Michigan Oral Language Productive Test
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011
See Spanish section, p. 117

Minnesota Preschool Scale
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Modern Language Aptitude Test (Elementary)
See **Elementary Modern Language Aptitude Test (EMLAT)**

INSTRUMENT NAME, SOURCE, AND COMMENTS

Murphy-Durrell Reading Readiness Analysis
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

My Self Checklist — Cuestionario para Evaluarme a Mi Mismo
Fearon-Pitman Publishers
6 Davis Drive
Belmont, California 94002
See Spanish section, p. 146

Nadler Diagnostic Placement Test for Students of Other Languages
NEES, Inc.
419 Industrial Bank Building
Providence, Rhode Island 02903
Received too late for review

Navajo Basic Vocabulary Test
Gallup-McKinley Title VII Project
Gallup-McKinley County Schools
Gallup, New Mexico 87301
Not available for review

Navajo-English Language Dominance Interview
Educational Testing Service
ETS Test Collection
Tests in Microfiche
Princeton, New Jersey 08540
See Navajo section, p. 49

New Bedford Oral Language Productive Test
Bilingual Education Program
New Bedford Public Schools
455 County Street
New Bedford, Massachusetts 02746
See Portuguese section, p. 71

Northwestern Syntax Screening Test
Northwestern University Press
1735 Benson Avenue
Evanston, Illinois 60201
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Oral Language Ability Scale (OLAS)
Northeast Center for Curriculum Development
I.S. 184, Complex 419
778 Forest Avenue
Bronx, New York 10456
Under development
This instrument has been field tested
and technical information is being
compiled

Oral Language Evaluation (OLE)
Dr. Nicholas J. Silvaroli
Reading Clinic
Arizona State University
College of Education
Tempe, Arizona 85281
Under development
This instrument is being revised

Oral Language Inventory
Bilingual Education Program
Robstown Independent School District
101 West Avenue E
Robstown, Texas 78380
See Spanish section, p. 89

Oral Language Proficiency Scale and ESOL Placement Interview
Dade County Public Schools
Department of Bilingual Education
1444 Biscayne Blvd., Suite 215
Miami, Florida 33132
See Spanish section, p. 117

Oral Placement Test
Bureau of Basic Continuing Education
State Education Department
Albany, New York 12234
Designed for use with adults

Oral Production Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

Oral Production Test — Sutherland
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

Oral Production Tests
Bureau of Basic Continuing Education
State Education Department
Albany, New York 12234
Designed for use with adults

Oral School Attitude Test — Prueba de Actitud Estudiantil
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 146

Oral Spanish Proficiency Test
Ontario-Montclair School District
Title VII
950 West D Street
Ontario, California 91761
Not available for review

Oral Test of English Fluency
Fresno Bilingual Education Project
Tulare and N Streets
Fresno, California 93721
Not available to the public and no longer in use

INSTRUMENT NAME, SOURCE, AND COMMENTS

Otis-Lennon Mental Ability Test
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian
Navajo, Portuguese, Spanish, or Tagalog

PAL Oral Language Dominance Measure
El Paso Public Schools
P.O. Box 20100
El Paso, Texas 79998
Under development
This instrument is being revised and
will be reprinted

Peabody Individual Achievement Test
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Peabody Picture Vocabulary Test
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Pharr Prueba de Lectura
Director of Bilingual Education
Pharr/San Juan/Alamo Independent School District
301 South Dogwood
Pharr, Texas 78577
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Philadelphia Readiness Test
School District of Philadephia
Parkway at 21st Street
Philadelphia, Pennsylvania 19103
No longer in use
For a sample copy of this instrument
contact the school district Office of
Research and Planning

Philadelphia Unit Tests — Science/Social Studies
School District of Philadelphia
Parkway at 21st Street
Philadelphia, Pennsylvania 19103
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Philadelphia Writing Tests
School District of Philadelphia
Parkway at 21st Street
Philadelphia, Pennsylvania 19103
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Piagetian Task Checklist
Brooklyn Bilingual Center for Preschoolers
City School District #17
2 Linden Blvd.
Brooklyn, New York 11226
Instruments designed to identify
developmental or physiological
problems are not reviewed

Pictorial Test of Bilingualism and Language Dominance
Texas Testing Services, Inc.
401 Poenisch
Corpus Christi, Texas 78412
See Spanish section, p. 89

Picture Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources to
disseminate this instrument, which is
used with native Chinese speakers

Picture World Test
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

The Piers-Harris Children's Self-Concept Scale — (Spanish Version)
Counselor Recordings and Tests
P.O. Box 6184, Acklen Station
Nashville, Tennessee 37212
Under development
The author does not consider the Spanish-
language version of this instrument to be complete
The English-language version was not designed for
use with students of limited English-speaking ability.

Pittsburg Language Dominance Survey
See **Language Dominance Survey**

Placement Test for E.S.L.
Cambridge Bilingual Program
1700 Cambridge Street
Cambridge, Massachusetts 02138
Designed for use with senior high
school students

INSTRUMENT NAME, SOURCE, AND COMMENTS

Placement Test for New Students
Bilingual Education Project
William Land School
2120 12th Street
Sacramento, California 95818
Does not yield scores which can be meaningfully interpreted outside the context of a specific curriculum or a commercial series

Portuguese Language Arts Tests
Fall River Bilingual Program
128 Hartwell Street
Fall River, Massachusetts 02721
Does not yield scores which can be meaningfully interpreted outside the context of a specific curriculum or a commercial series

Portuguese Mathematics Tests
Fall River Bilingual Program
128 Hartwell Street
Fall River, Massachusetts 02721
Does not yield scores which can be meaningfully interpreted outside the context of a specific curriculum or a commercial series

Portuguese Reading Test
Bilingual Education Program
New Bedford Public Schools
455 County Street
New Bedford, Massachusetts 02740
See Portuguese section, p. 68

Portuguese Science Tests
Fall River Bilingual Program
128 Hartwell Street
Fall River, Massachusetts 02721
Does not yield scores which can be meaningfully interpreted outside the context of a specific curriculum or a commercial series

Portuguese Social Studies Tests
Fall River Bilingual Program
128 Hartwell Street
Fall River, Massachusetts 02721
Does not yield scores which can be meaningfully interpreted outside the context of a specific curriculum or a commercial series

Preschool Attainment Record
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Preschool Racial Attitude Measure II and Color Meaning Test II — (English version)
Dr. John E. Williams
Department of Psychology
Wake Forest University
Winston-Salem, North Carolina 27109
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Preschool Racial Attitude Measure II and Color Meaning Test II —
(Chinese, French, Italian, and Spanish Versions)
Dr. John E. Williams
Department of Psychology
Wake Forest University
Winston-Salem, North Carolina 27109
Under development
The Chinese and Spanish versions are being translated. The French and Italian versions were unavailable for review

Prescriptive Mathematics Inventory
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Prescriptive Reading Inventory
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Primary Language Indicator Test, Navajo-English
Northern Arizona University
Department of Psychology
P.O. Box 6002
Flagstaff, Arizona 86001
See Navajo section, p. 49

Primary Mental Abilities (PMA)
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Not originally developed, adapted, or statistically debiased for use with students whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog

Primary Self-Concept Inventory
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 147

INSTRUMENT NAME, SOURCE, AND COMMENTS

Programa de Artes del Lenguaje en Español — Cuaderno de Exámenes
Congreso Boricua de New Jersey
Componente de Educación
222 West State Street
Trenton, New Jersey 08608
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Program Management System — Programa de Lengua Española
Santillana Publishing Company
575 Lexington Avenue
New York, New York 10022
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Prova Diagnóstica de Ciências Físicas
Bilingual Education Program
New Bedford Public Schools
455 County Street
New Bedford, Massachusetts 02740
Designed for use with junior high
school students

Prueba Colectiva Puertorriqueña de Capacidad Mental
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing
in the United States

La Prueba de Análisis Auditivo
James A. Morrison
2228 Mossberg Avenue
West Covina, California 91790
Under development
For a copy of this unrevised
instrument, contact the source

Prueba de Aprestamiento para la Lectura
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in
the United States

Prueba de Aptitud para la Lectura (PAL)
Santillana Publishing Company
575 Lexington Avenue
New York, New York 10022
See Spanish section, p. 101

Prueba de Ciencias/Matemáticas
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33133
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Prueba de Ciencias Sociales
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33133
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Prueba de Destrezas Básicas en Aritmética — Nivel Elemental
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in
the United States

Prueba de Destrezas Básicas en Aritmética — Nivel Primario
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in
the United States

Prueba de Español como Primer Idioma
Director of Bilingual Education
Pharr/San Juan/Alamo Independent
School District
301 South Dogwood
Pharr, Texas 78577
See Spanish section, p. 101

Prueba de Español Vernáculo
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33133
Under development
The author does not consider the
technical information and item
content to be complete

Prueba de la Lengua Española
Bilingual Education Program
Lorain City Schools
1020 Seventh Street
Lorain, Ohio 44052
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Prueba de Lectura C.I.D.
Calexico Unified School District
P.O. Box 792
Calexico, California 92231
See Spanish section, p. 102

Prueba de Lectura, Edgewood
Dissemination Center for Bilingual/Bicultural Education
7703 North Lamar
Austin, Texas 78752
No longer in use

Prueba de Lectura, Puerto Rico —
Form A (English Version)
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in the United States
For information on the use of this instrument in the United States, contact: Bernard Cohen, Research and Development, Inc., 151 South Main Street, New City, New York 10956. Mr. Cohen uses Level I, for grades 1-2; Level II, for grades 3-5 and Level III, for grades 6 and up

Prueba de Lectura, Puerto Rico —
Form A (Spanish Version)
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in the United States
For information on the use of this instrument in the United States, contact: Bernard Cohen, Research and Development, Inc., 151 South Main Street, New City, New York 10956. Mr. Cohen uses Level I, for grades 1-2; Level II, for grades 3-5; and Level III, for grades 6 and up

Prueba de Lectura y Número — Interamericana
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 139

Prueba de Preparación para Lectura/Reading Readiness Test
Allen Company
4200 Arbutus Court
Hayward, California 94542
See Spanish section, p. 102

Pruebas de Habilidad General — Interamericana
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 156

Pruebas de Lectura — Interamericana
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 103

Pupil Communication Skills Inventories
Brentwood Union Free School District
Brentwood, New York 11717
See Spanish section, p. 103

Pupil Evaluation Program (PEP) New York State Reading and Mathematics Test (Spanish)
New York State Education Department
Testing Division
University of the State of New York
Albany, New York 12224
Not available for review

Pupil Record of Educational Behavior (PREB) — Record del Comportamiento Educativo del Alumno
NYT Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
Instruments designed to identify developmental or physiological problems are not reviewed

Quick Language Assessment Inventory
Moreno Educational Company
7050 Belle Glade Lane
San Diego, California 92119
Designed for use with parents of students in grades K-6

Raven Colored Progressive Matrices
See **Colored Progressive Matrices**

Readiness Checklist
Bilingual Education Project
Las Cruces Public Schools
301 West Amador Avenue
Las Cruces, New Mexico 88001
Instruments designed to identify developmental or physiological problems are not reviewed

Reading Achievement Test (Portuguese)
Central Falls Bilingual Education Program
21 Hedley Avenue
Central Falls, Rhode Island 02863
Under development
The author does not consider the technical information and item content to be complete. This English reading comprehension instrument is used with native Portuguese-speakers.

Reading Achievement Test (Spanish)
Central Falls Bilingual Education Program
21 Hedley Avenue
Central Falls, Rhode Island 02863
Under development
The authors are actively seeking a publisher for this norm-referenced instrument, which is used with native Spanish speakers to assess English reading comprehension

Reading Assessment for Language Learning Youngsters (RALLY) — Avaliação de Leitura para Crianças em Lições Lingüísticas
Mineola Union Free School District
200 Emory Road
Mineola, New York 11501
Under development
The author does not consider the technical information and item content to be complete

Reading Comprehension Test (Portuguese)
Curriculum Research and Development Center
University of Rhode Island
Kingston, Rhode Island 02881
Not available for review

INSTRUMENT NAME, SOURCE, AND COMMENTS

Reading/Everyday Activities in Life (R/EAL)
Cal Press, Incorporated
76 Madison Avenue
New York, New York 10016
Designed for use with adults

The Responsive Self-Concept Test
Allan Abrams, Ph.D.
Far West Laboratories for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
No longer in use
This instrument was not designed for
use with students of limited
English-speaking ability

Rosebank Individual Diagnosis and Prescription System (Spanish-English)
Chula Vista City School District
P.O. Box 907
Chula Vista, California 92012
Under development
A Spanish version of these criterion-referenced
diagnostic and prescriptive materials has been
completed for mathematics. The language section
is being completed and will parallel the English
version for grades K-6

SCRDT Bilingual Attitude Measure
Center for Educational Research
Stanford University
Stanford, California 94305
Under development
The authors are actively seeking a
publisher for this instrument

SCRDT Spanish/English Balance Tests
Center for Educational Research
Stanford University
Stanford, California 94305
Under development
The authors are actively seeking a
publisher for this instrument

SEARCH Language Dominance Test
Center for Inservice Education
P.O. Box 181
Flagstaff, Arizona 86001
Not available for review

SES Translation Test
Bilingual Education Project
Las Cruces Public Schools
301 West Amador Avenue
Las Cruces, New Mexico 88001
No scoring procedures are provided

SRA Achievement Series
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

STS Junior Inventory
Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

STS School Readiness Test – (Spanish Edition)
Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106
Under development
The author does not consider the
technical information to be complete
A norming study is being planned

SWCEL Test of Oral Language Proficiency
Southwestern Cooperative Educational Laboratory, Inc.
229 Truman, Northeast
Albuquerque, New Mexico 87108
See Chinese, Navajo, and Spanish sections
pp. 7, 56, 118

San Bernardino Language Dominance Survey
San Bernardino Bilingual Education Office
799 F Street
San Bernardino, California 92410
See Spanish section, p. 90

San Diego City Observation Assessment Instrument
Dr. Guillermo Lopez
721 Capitol Mall
Sacramento, California 95814
Not available for review
This instrument has been adopted
by the State of California

Santa Ana Criterion Referenced Test of Project Objectives
Santa Ana Bilingual Project
Santa Ana School District
1405 French Street
Santa Ana, California 92701
No longer in use

Scale of Non-Verbal Reasoning
Allen Toronto
Route 1, Box 168-S
San Marcos, Texas 78666
Under development
This instrument has been normed and
is scheduled for publication in the
fall of 1977

Schaeffer's Checklist of Progression in Language Development
Brooklyn Bilingual Center for Preschoolers
City School District #17
2 Linden Blvd.
Brooklyn, New York 11226
Instruments designed to identify
developmental or physiological
problems are not reviewed

INSTRUMENT NAME, SOURCE, AND COMMENTS

School and College Ability Tests (SCAT) – Series II
Addison-Wesley Publishing Company
South Street
Reading, Massachusetts 01867
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

School Attitude Test – Prueba de Actitud Estudiantil
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 147

School Readiness Test
Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106
Under development
A norming study is being planned for
the Spanish version of this instrument
Norms are available for the English version

Screening Test for Auditory Comprehension of Language
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 90

Screening Test of Spanish Grammar
Northwestern University Press
1735 Benson Avenue
Evanston, Illinois 60201
See Spanish section, p. 104

Second Grade Arithmetic Test Spanish Version, Part II
School District of Philadelphia
Parkway at 21st
Philadelphia, Pennsylvania 19103
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Self-Appraisal Inventory/Inventario Autoestimación
Pomona Unified School District
Bilingual Resource Center
701 North Huntington Blvd.
Pomona, California 91768
See Spanish section, p. 148

Self-Concept and Motivation Inventory (SCAMIN)
Person-O-Metrics
20504 Williamsburg Road
Dearborn Heights, Michigan 48127
Not available for review

Self-Concept Inventory, Primary Level/Inventario de Si Mismo, Nivel Primario
Board of Cooperative Educational Services
Nassau County
Salisbury Center
Valentines Road and the Plain Road
Westbury, New York 11590
Under development
This instrument is being revised

Self-Concept Rating Scale
Special Improvements Program
Lawrence Public School, #4
Wanser Avenue
Inwood, New York 11697
See Italian section, p. 45

Self-Observation Scales (SOS) – Spanish-English Bilingual
National Testing Service
1905 Chapel Hill Road
Durham, North Carolina 27707
See Spanish section, p. 148

Self-Perception Inventory (SPI)
ALSO Corporation, Inc.
111 Teeter Rock Road
Trumbull, Connecticut 06611
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Sentence Repetition Task
Institute for Child Study
Department of Education
Indiana University
Bloomington, Indiana 47401
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Sequential Tests of Educational Progress (STEP) – Series II
Addison-Wesley Publishing Company
South Street
Reading, Massachusetts 01867
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Short Test of Educational Ability (STEA) – Spanish Edition
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
See Spanish section, p. 157

Short Tests of Linguistic Skills
(Chinese, Filipino, Italian)
Department of Research and Evaluation – Multilingual Unit
Chicago Board of Education
2021 North Burling Street
Chicago, Illinois 60614
Under development
The author does not consider the
technical information and item
content to be complete

Short Tests of Linguistic Skills
(Spanish)
Department of Research and Evaluation – Multilingual Unit
Chicago Board of Education
2021 North Burling Street
Chicago, Illinois 60614
Under development
This instrument is being normed with
12,000 students in Illinois. A field
test version is available

Shutt Primary Language Indicator Test (SPLIT)
McGraw-Hill Book Company
Webster Division
8171 Redwood Highway
Novato, California 94947
Received too late for review
This Language Dominance instrument
contains 3 Spanish subtests and 3
English subtests. It assesses listening
comprehension, verbal fluency, reading
comprehension, and grammar

Sistema de Evaluación para Individualizar la Enseñanza de la Lectura
Behavioral Consultants
129 North 600 West
Salt Lake City, Utah 84116
See Spanish section, p. 104

Slingerland Screening Tests for Identifying Children with Specific Language Disability
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Slosson Intelligence Test for Children and Adults (French)
Slosson Educational Publications, Inc.
140 Pine Street
East Aurora, New York 14052
Under development
The author does not consider the
technical information and item
content to be complete

SOBER-Español
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
See Spanish section, p. 105

Social Studies and Ethnic Heritage Materials in Chinese, Japanese, and Korean
National Asian Center for Bilingual Education
10801 National Blvd., Suite 404
Los Angeles, California 90064
Under development
The author does not consider the
technical information and item
content to be complete

Spanish Achievement Test
Bilingual Educational Project
United Independent School District
700 Del Mar Blvd.
Laredo, Texas 78040
Under development
This instrument is being revised and
will be normed

Spanish and English Vocabulary and Concept Comprehension Test
Toni Micotti
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
No scoring procedures are provided

Spanish Articulation Screening Test and Spanish Articulation Test
Puerto Rican Family Institute
Bilingual Supportive Learning Centers
116 West 14th Street
New York, New York 10011
Under development
The author does not consider the
technical information and item
content to be complete

Spanish-English Dominance Assessment Test
Educationial Testing Service
ETS Test Collection
Tests in Microfiche
Princeton, New Jersey 08540
See Spanish section, p. 91

Spanish/English Language Performance Screening (S/ELPS)
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
See Spanish section, p. 91

Spanish-English Screening Instrument
Bilingual Project
1010 East 10th Street
Tucson, Arizona 95717
Under development
The author does not consider the
technical information and item
content to be complete

Spanish Language Screening Test
Puerto Rican Family Institute
Bilingual Supportive Learning Centers
116 West 14th Street
New York, New York 10011
Under development
The author does not consider the
technical information and item
content to be complete

Spanish Phonemic Unit Production Test (Revised)
Rudolph V. Skoczylas
7649 Santa Inez Court
Gilroy, California 95020
See Spanish section, p. 105

Spanish Reading Comprehension Test: Input and Paraphrase Tests
Oscar Ozete
University of Wisconsin
Department of Spanish and Portuguese
Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706
Tests for grades 3 and 6 are being
developed
See Spanish section, p. 106

Spanish Reading Criterion Referenced Tests
BABEL
2168 Shattuck Avenue
Berkeley, California 94702
No longer in use
These are the field test versions of
SOBER-Español
See Spanish section, p. 105

INSTRUMENT NAME, SOURCE, AND COMMENTS

Spanish Reading Tests
James A. Morrison
2228 Mossberg Avenue
West Covina, California 91790
Under development
The author does not consider the
technical information and item
content to be complete

Spanish Reading Workbook/Tests
San Francisco Unified School District
Office of the Superintendent
135 Van Ness Avenue
San Francisco, California 94102
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Spanish Test of Oral Proficiency
BABEL
2168 Shattuck Avenue
Berkeley, California 94702
No longer in use
The scores cannot be meaningfully
interpreted by someone other than the test
developer

Speaking Test in Spanish/English
School District of Philadelphia
Parkway at 21st Street
Philadelphia, Pennsylvania 19103
No longer in use
For a sample copy of this instrument
contact the school district Office of
Research and Planning

Stanford Achievement Test
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Stanford Early School Achievement Test (SESAT) – Chicano Spanish Edition
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Spanish section, p. 138

Stanford Early School Achievement Test (SESAT) – Navajo Edition
Southwest Research Associates, Inc.
P.O. Box 4092
Albuquerque, New Mexico 87106
See Navajo section, p. 60

Stanford Early School Achievement Test (SESAT) – Puerto Rican Spanish Edition
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See Spanish section, p. 139

Story Retelling
Vera John-Steiner
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
Under development
The author does not consider the
technical information and item
content to be complete

Stroud Primary Reading Profile
Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Structure Recognition Test
Antoinette Metcalf
Multicultural Program
University of San Francisco
San Francisco, California 94117
Not available to the public
The author has no resources tc
disseminate this instrument, which is
used with native Chinese speakers

Student Affective Behavior Checklist
Santa Barbara County Schools Bilingual Project
P.O. Box 6307
Santa Barbara, California 93111
No scoring procedures are provided

Student Placement Questionnaire
Bilingual Education Project
Sweetwater Union High School District
1130 Fifth Avenue
Chula Vista, California 92011
No longer in use
This instrument was designed for
use with high school students

Student Worksheet: Evaluation Form #15
Santa Barbara County Schools Bilingual Project
P.O. Box 6307
Santa Barbara, California 93111
No scoring procedures are provided

Taos Objective-Based Local Tests
Taos Bilingual Bicultural Program
Taos Municipal Schools
P.O. Box 677
Taos, New Mexico 87571
Not available for review

Teacher-Made Math/Science Test (Haitian French)
Nyack School District
South Highland Avenue
Nyack, New York 10960
Not available for review

Test d'Acquisition du Français
Bilingual Education Program
Evangeline Parish
607 Evangeline Drive
Ville Platte, Louisiana 70586
See French section, p. 30

INSTRUMENT NAME, SOURCE, AND COMMENTS

Test d'Acquisition du Français/Arts du Langage
Bilingual Education Program
St. Martin Parish
111 Courville Street
Breaux Bridge, Louisiana 70517
See French section, p. 20

Test d'Acquisition du Français/Mathématiques
Bilingual Education Program
St. Martin Parish
111 Courville Street
Breaux Bridge, Louisiana 70517
See French section, p. 26

Test de Destrezas Básicas en Lectura
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in
the United States
The School District of Philadelphia
has made extensive use of the 1963
version of this instrument

Test de Lecture — Interaméricaine
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See French section, p. 20

Test for Auditory Comprehension of Language (English-Spanish)
Learning Concepts
2501 North Lamar
Austin, Texas 78705
See Spanish section, p. 106

Test of Aural Perception in English for Latin-American Students
English Language Institute
University of Michigan
Ann Arbor, Michigan 48104
Designed for use with adults

Test of Basic Skills in English
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in
the United States

Test of English Grammar and Vocabulary
Office of Santa Clara County
Superintendent of Schools
Curriculum Department
100 Skyport Drive
San Jose, California 95110
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Test of Grammatically Correct Spanish/English
Bilingual Education Project
Las Cruces Public Schools
301 West Amador Avenue
Las Cruces, New Mexico 88001
See Spanish section, p. 107

Test of Haitian Culture (French/English)
Nyack School District
South Highland Avenue
Nyack, New York 10960
Not available for review

Test of Language Dominance (TOLD) — Navajo Version
Southwest Research Associates, Inc.
P.O. Box 4092
Albuquerque, New Mexico 87106
See Navajo section, p. 50

Test of Language Dominance (TOLD) — Spanish Version
Southwest Research Associates, Inc.
P.O. Box 4092
Albuquerque, New Mexico 87106
See Spanish section, p. 92

Test of Language Dominance (TOLD) — Tagalog Version
Southwest Research Associates, Inc.
P.O. Box 4092
Albuquerque, New Mexico 87106
See Tagalog section, p. 162

Test of Nonverbal Auditory Discrimination (TENVAD)
Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Test of Oral English Production
Robert H. Landen, Curriculum Coordinator,
Foreign Languages and Bilingual Education
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California 92111
See Spanish section, p. 118

Test of Proficiency in ESL (TOPESL)
Eugene Leitke
Bureau of Indian Affairs
Indian Education Resource Center
P.O. Box 1788
Albuquerque, New Mexico 87103
See Navajo section, p. 56

Test of Reading and Number — Inter-American
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 139

Test of the Chinese New Year
Bilingual Education Project
William Land School
2120 12th Street
Sacramento, California 95818
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

INSTRUMENT NAME, SOURCE, AND COMMENTS

Test Puertorriqueña de Habilidad General
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico 00917
Not normed with students residing in
the United States

Teste de Avaliação de Aproveitamento Escolar – Leitura
New Bedford School Department Production Center
455 County Street
New Bedford, Massachusetts 02740
See Portuguese section, p. 68

Teste de Lingua Portuguesa
João Botelho
East Providence Bilingual Education Project
255 Tanton Avenue
East Providence, Rhode Island 02914
Under development
The author does not consider the
technical information to be complete

Tests of Basic Experiences (TOBE)
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Under development
The author does not consider the Spanish-language version of this instrument to be complete
The English language version was not designed
for use with students of limited English-speaking
ability

Tests of Basic Language Competence in English and Spanish
Edward Cervenka
617 West End Avenue, Suite 9-A
New York, New York 10024
Not available to the public
The author has no resources to
disseminate this instrument

Tests of English Proficiency
Bilingual Education Project
School Administration Building
Park Place
Pawtucket, Rhode Island 02860
and
NFER Test Services
Ginn and Company, Limited
Elsinore House
Buckingham Street
Aylesbury, Bucks., England HP20-2 NQ
See Portuguese section, p. 72

Tests of General Ability (TOGA)
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Tests of General Ability – Inter-American
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 157

Tests of Reading – Inter-American
Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78284
See Spanish section, p. 119

Tests on Bicultural Heritage
Director of Bilingual Education
Pharr/San Juan/Alamo Independent
School District
301 South Dogwood
Pharr, Texas 78577
Does not yield scores which can be
meaningfully interpreted outside the
context of a specific curriculum or
a commercial series

Toronto Prueba de Articulación
Allen Toronto
Route 1, Box 168-S
San Marcos, Texas 78666
Under development
This instrument has not been normed,
but is scheduled for publication in
the fall of 1977

Torrance Tests of Creative Thinking/Pensando Creativamente con Palabras
Personnel Press
191 Spring Street
Lexington, Massachusetts 01778
Under development
The author does not consider the
technical information and item
content to be complete

Vernacular Reading Readiness Test (Portuguese)
Curriculum Research and Development Center
University of Rhode Island
Kingston, Rhode Island 02881
Not availble for review

Vineland Social Maturity Scale
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Instruments designed to identify
developmental or physiological
problems are not reviewed

Visual Perception, Auditory Perception, and Visual Memory Screening Instruments
(English-Spanish)
Chula Vista City School District
Office of Special Projects
84 East J Street
Chula Vista, California 92010
Instruments designed to identify
developmental or physiological
problems are not reviewed

Walker Readiness Test for Disadvantaged Pre-School Children
ERIC (ED-037-253)
P.O. Box 190
Arlington, Virginia 22210
See French and Spanish sections, pp. 30, 140

INSTRUMENT NAME, SOURCE, AND COMMENTS

Water Level Test
Juan Pascual-Leone
Psychology Department
York University
4700 Keele Street
Downsview, Ontario, Canada
Under development
The author does not consider the
technical information and item
content to be complete

Wechsler Intelligence Scale for Children (WISC)
The Psychological Corporation
757 Third Avenue
New York, New York 10017
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Wechsler Intelligence Scale for Children (WISC) 1949 –
(Spanish Edition)
The Psychological Corporation
757 Third Avenue
New York, New York 10017
See **Escala de Inteligencia Wechsler**
para Niños – 1949

The Wide Range Achievement Test (WRAT)
Guidance Associates of Delaware, Inc.
526 Gilpin Avenue
Wilmington, Delaware 19806
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Woodcock Reading Mastery Tests
American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Not originally developed, adapted,
or statistically debiased for use with students
whose first language is Chinese, French, Italian,
Navajo, Portuguese, Spanish, or Tagalog

Writing Assessment for Language Learning Youngsters (WALLY) – Avaliação Escrita para Crianças em Lições Lingüisticas
Mineola Union Free School District
200 Emory Road
Mineola, New York 11501
Under development
The author does not consider the
technical information and item
content to be complete

ZIP Test
Microfiche Publications
440 Park Avenue South
New York, New York 10016
See Spanish section, p. 140

171

Individual Sources
Non-Commercial Publishers
Commercial Publishers

APPENDIX B – SOURCE INDEX

SOURCE INDEX — INDIVIDUAL LISTINGS

These individuals may be contacted for information regarding instruments included in the COMPREHENSIVE INDEX. Individuals are listed in alphabetical order.

NAMES AND ADDRESSES OF INDIVIDUALS AND TITLES OF INSTRUMENTS

ABRAMS, Allan, Ph.D.
Far West Laboratories for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
○ **The Responsive Self-Concept Test**

BRENGELMAN, Frederick H.
California State University at Fresno
Fresno, California 93710
○ **Linguistic Capacity Index**

CASO, Adolph
Waltham Public Schools
Waltham, Massachusetts 02154
○ **Caso Test for Non English-Speaking Students**

CERVENKA, Edward
617 West End Avenue, Suite 9-A
New York, New York 10024
○ **Tests of Basic Language Competence in English and Spanish**

IVIE, Richard P.
Bilingual Resource Center
701 North Huntington Blvd.
Pomona, California 91768
○ **Ivie Attitudinal Test**

JOHN-STEINER, Vera
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
○ **Story Retelling**

KELLEY, S. Carole Marie
P.O. Box 1067
Hollister, California 95023
○ **Language Dominance Interview**

LANDEN, Robert H.
Curriculum Coordinator, Foreign
Languages and Bilingual Education
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California 92111
○ **Test of Oral English Production**

LOPEZ, Guillermo, Dr.
721 Capitol Mall
Sacramento, California 95814
○ **San Diego City Observation Assessment Instrument**

METCALF, Antoinette
Multicultural Program
University of San Francisco
San Francisco, California 94117
○ **Achievement Test**
○ **Bartel Structure Test**
○ **Basic Recognition Test**
○ **Chinese Bilingual Test — Auditory-Concept Discrimination**
○ **Comprehension-Production Test**
○ **English as a Second Language Diagnostic Test**
○ **Mary's Family Test**
○ **Oral Production Test**
○ **Oral Production Test — Sutherland**
○ **Picture Test**
○ **Structure Recognition Test**

MICOTTI, Toni
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
○ **Spanish and English Vocabulary and Concept Comprehension Test**

MIURA, Charles
Adult Education Program
Hiram Johnson School
6879 14th Avenue, Suite C-3
Sacramento, California 95820
○ **English as a Second Language Test**

MORRISON, James A.
2228 Mossberg Avenue
West Covina, California 91790
○ **La Prueba de Análisis Auditivo**
○ **Spanish Reading Tests**

OZETE, Oscar
University of Wisconsin
Department of Spanish and Portuguese
Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706
○ **Spanish Reading Comprehension Test: Input and Paraphrase Tests**

PASCUAL-LEONE, Juan
Department of Psychology
York University
4700 Keele Street
Downsview, Ontario, Canada
○ **Figural Intersections Test**
○ **Water Level Test**

SILVAROLI, Nicholas J., Dr.
Reading Clinic
Arizona State University
College of Education
Tempe, Arizona 85281

○ **Oral Language Evaluation (OLE)**

SKOCZYLAS, Rudolph V.
7649 Santa Inez Court
Gilroy, California 95020

○ **English Phonemic Unit Production Test** (Revised)
○ **Home Bilingual Usage Estimate**
○ **Spanish Phonemic Unit Production Test** (Revised)

TORONTO, Allen
Route 1, Box 168-S
San Marcos, Texas 78666

○ **Bilingual Scale of Oral Language**
○ **Scale of Non-Verbal Reasoning**
○ **Toronto Prueba de Articulación**

WILLIAMS, John E., Dr.
Department of Psychology
Wake Forest University
Winston-Salem, North Carolina 27109

○ **Preschool Racial Attitude Measure II and Color Meaning II Test** (English Version)
○ **Preschool Racial Attitude Measure II and Color Meaning Test** (Chinese, French, Italian, and Spanish Versions)

SOURCE INDEX — NON-COMMERCIAL PUBLISHERS

These bilingual programs, federal and state agencies, school districts, colleges, and private institutes may be contacted for information regarding instruments included in the COMPREHENSIVE INDEX. Listings are in alphabetical order by state and city. Foreign listings follow.

NAMES AND ADDRESSES OF NON-COMMERCIAL PUBLISHERS AND TITLES OF INSTRUMENTS

ARIZONA

Rock Point Community School
CHINLE, ARIZONA 86503
○ **Criterion-Referenced Tests of Navajo Language**

Center for Inservice Education
P.O. Box 181
FLAGSTAFF, ARIZONA 86001
○ **SEARCH Language Dominance Test**

Northern Arizona University
Department of Psychology
P.O. Box 6002
FLAGSTAFF, ARIZONA 86001
○ **Primary Language Indicator Test** (Navajo-English)

Bilingual Project
1010 East 10th Street
TUCSON, ARIZONA 85717
○ **Spanish-English Screening Instrument**

CALIFORNIA

Bilingual Department
Bakersfield City School District
Education Center
1300 Baker Street
BAKERSFIELD, CALIFORNIA 93305
○ **Bakersfield Amillaramientos de Destrezas** and **Destrezas de Lenguaje Oral**

BABEL
2168 Shattuck Avenue
BERKELEY, CALIFORNIA 94702
○ **Chinese Test of Oral Proficiency**
○ **Home Language Questionnaire**
○ **Spanish Reading Criterion Referenced Tests**
○ **Spanish Test of Oral Proficiency**

Calexico Unified School District
Bilingual Project
P.O. Box 792
CALEXICO, CALIFORNIA 92231
○ **Calexico Oral English Test**
○ **Prueba de Lectura C.I.D.**

Bilingual Education Project
Sweetwater Union High School District
1130 Fifth Avenue
CHULA VISTA, CALIFORNIA 92011
○ **Student Placement Questionnaire**

Chula Vista City School District
P.O. Box 907
CHULA VISTA, CALIFORNIA 92012
○ **Rosebank Individual Diagnosis and Prescription System** (Spanish-English)

Chula Vista City School District
Office of Special Projects
84 East J Street
CHULA VISTA, CALIFORNIA 92010
○ **Visual Perception, Auditory Perception, and Visual Memory Screening Instruments** (English-Spanish)

Jefferson School District
Martin Luther King Jr. Education Center
101 Lincoln Avenue
DALY CITY, CALIFORNIA 94015
○ **Daly City Oral Language Survey**

Fremont Unified School District
40775 Fremont Blvd.
FREMONT, CALIFORNIA 94538
○ **CAM Math Tests** (Spanish-English)

Fresno Bilingual Education Project
Tulare and N Streets
FRESNO, CALIFORNIA 93721
○ **Oral Test of English Fluency**

Title VII Bilingual Program
California State University
FULLERTON, CALIFORNIA 92634
○ **C.S.U.F. Spanish Language Arts Test**
○ **Language Dominance Criteria** (Second Revision)

Bilingual Multicultural Education Project
Hayward Unified School District
P.O. Box 5000
HAYWARD, CALIFORNIA 94540
○ **Hayward Bilingual Management System — English as a Second Language Criterion-Referenced and Mastery Tests** (Portuguese)
○ **Hayward Bilingual Management System — English as a Second Language Criterion-Referenced and Mastery Tests** (Spanish)
○ **Hayward Bilingual Management System — Multicultural Social Studies Criterion-Referenced Tests** (Portuguese)
○ **Hayward Bilingual Management System — Multicultural Social Studies Criterion-Referenced Tests** (Spanish)
○ **Hayward Bilingual Management System — Portuguese Math Criterion-Referenced and Mastery Tests**
○ **Hayward Bilingual Management System — Portuguese Reading Criterion-Referenced and Mastery Tests**
○ **Hayward Bilingual Management System — Spanish Math Criterion-Referenced and Mastery Tests**
○ **Hayward Bilingual Management System — Spanish Reading Criterion-Referenced and Mastery Tests**
○ **Hayward Language Dominance Indicator**

Los Angeles Bilingual Education Project
1555 Norfolk Street
LOS ANGELES, CALIFORNIA 90033
○ **Boehm Test of Basic Concepts — Cantonese Adaptation**
○ **Boehm Test of Basic Concepts — Pilipino Adaptation**
○ **Chinese Language Proficiency Test**
○ **Comprehensive Tests of Basic Skills (CTBS) — Math Tests in Cantonese**
○ **Comprehensive Tests of Basic Skills (CTBS) — Math Tests in Spanish**
○ **Los Angeles System Force** (English-Spanish)

CALIFORNIA (continued)

National Asian Center for Bilingual Education
10801 National Blvd., Suite 404
LOS ANGELES, CALIFORNIA 90064

○ **Social Studies and Ethnic Heritage Materials in Chinese, Japanese, and Korean**

Los Nietos School District
P.O. Box 2006
LOS NIETOS, CALIFORNIA 90610

○ **Language Dominance Survey**
○ **Language Dominance Survey to Identify Limited-English-Speaking Students — Cuestionario de Idiomas para Identificar los Alumnos que Hablan Poco Inglés**

Marysville Reading-Learning Center
Marysville Joint Unified School District
11th and Powerline
OLIVEHURST, CALIFORNIA 95961

○ **Criteria for Rating Pupils**
○ **Informal Language Assessment**
○ **Marysville Test of Language Dominance**

Ontario-Montclair School District
Title VII
950 West D Street
ONTARIO, CALIFORNIA 91761

○ **Oral Spanish Proficiency Test**

Pittsburg Unified School District
2000 Railroad Avenue
PITTSBURG, CALIFORNIA 94565

○ **Language Dominance Survey (Pittsburg Language Dominance Survey)**

Pomona Unified School District
Bilingual Resource Center
701 North Huntington Blvd.
POMONA, CALIFORNIA 91768

○ **Self-Appraisal Inventory/Inventario Autoestimación**
○ **Language Dominance Index Form/Indice de Lenguaje Predominante**

Bilingual Education Project
William Land School
2120 12th Street
SACRAMENTO, CALIFORNIA 95818

○ **Elementary Students Attitude Test** (Chinese)
○ **Elementary Students Attitude Test** (Spanish)
○ **Placement Test for New Students**
○ **Test of the Chinese New Year**

San Bernardino Bilingual Education Office
799 F Street
SAN BERNARDINO, CALIFORNIA 92410

○ **San Bernardino Language Dominance Survey**

San Diego Public Schools
ESEA Title III Project
4100 Normal Street
SAN DIEGO, CALIFORNIA 92103

○ **English as a Second Language Placement Test**

Chinese Education Center
646 Clay Street
SAN FRANCISCO, CALIFORNIA 94111

○ **Chinese Education Center (CEC) Screening Test**

San Francisco Unified School District
Chinese Bilingual Pilot Program
950 Clay Street
SAN FRANCISCO, CALIFORNIA 94108

○ **Cantonese as a Second Language Profile and Level I Test**
○ **Criterion-Referenced Tests for Golden Mountain Reading Series**

San Francisco Unified School District
Office of the Superintendent
135 Van Ness Avenue
SAN FRANCISCO, CALIFORNIA 94102

○ **Spanish Reading Workbook/Tests**

Office of Santa Clara County
Superintendent of Schools
Curriculum Department
100 Skyport Drive
SAN JOSE, CALIFORNIA 95110

○ **Test of English Grammar and Vocabulary**

San Jose Unified School District
1605 Park Avenue
SAN JOSE, CALIFORNIA 95126

○ **Comparative Language Ability Survey**
○ **Format Initial Registration Speaking Test (FIRST)**

Santa Ana Bilingual Project
Santa Ana School District
1405 French Street
SANTA ANA, CALIFORNIA 92701

○ **Santa Ana Criterion Referenced Test of Project Objectives**

Santa Barbara County Schools
Bilingual Project
P.O. Box 6307
SANTA BARBARA, CALIFORNIA 93111

○ **California Achievement Tests — Mathematics (Spanish Adaptation)**
○ **CLOZE Test**
○ **Kindergarten Student Profile**
○ **Student Affective Behavior Checklist**
○ **Student Worksheet: Evaluation Form #15**

Center for Educational Research
Stanford University
STANFORD, CALIFORNIA 94305

○ **SCRDT Bilingual Attitude Measure**
○ **SCRDT Spanish/English Balance Tests**

COLORADO

Southwest Board of Cooperative Services
P.O. Drawer 1420
CORTEZ, COLORADO 81321

○ **Language Dominance Test for Navajo Speakers**

FLORIDA

Dade County Public Schools
1410 Northeast Second Avenue
MIAMI, FLORIDA 33133

○ **Prueba de Ciencias/Matemáticas**
○ **Prueba de Ciencias Sociales**
○ **Prueba de Español Vernáculo**

FLORIDA (continued)

Dade County Public Schools
Department of Bilingual Education
1444 Biscayne Blvd., Suite #215
MIAMI, FLORIDA 33132

○ **Dade County Test of Language Development – Receptive**
○ **Oral Language Proficiency Scale and ESOL Placement Interview**

Florida Education Research and
Development Council
College of Education
University of Florida
GAINESVILLE, FLORIDA 32601

○ **How I See Myself Scale**

ILLINOIS

Bilingual Education Service Center
500 South Dwyer Avenue
ARLINGTON HEIGHTS, ILLINOIS 60005

○ **Bilingual Test Battery**

Department of Research and
Evaluation – Multilingual Unit
Chicago Board of Education
2021 North Burling Street
CHICAGO, ILLINOIS 60614

○ **Short Tests of Linguistic Skills** (Chinese, Filipino, Italian)
○ **Short Tests of Linguistic Skills** (Spanish)

INDIANA

Institute for Child Study
Department of Education
Indiana University
BLOOMINGTON, INDIANA 47401

○ **Sentence Repetition Task**

LOUISIANA

Tangipahoa Parish School Board
P.O. Box 457
AMITE, LOUISIANA 70422

○ **Bilingual Education Test** (Italian)

Louisiana State Department of Education
P.O. Box 44064
BATON ROUGE, LOUISIANA 70804

○ **French Reading Test**
○ **Iberia Parish French Achievement Test in Reading**

Bilingual Education Program
St. Martin Parish
111 Courville Street
BREAUX BRIDGE, LOUISIANA 70517

○ **Test d'Acquisition du Français/Arts du Language**
○ **Test d'Acquisition du Français/Mathématiques**

National Bilingual Resource Center
P.O. Box 4-3410 USL
LAFAYETTE, LOUISIANA 70504

○ **Bilingual Education Test** (French)

ESEA Title VII French Bilingual Program
Iberia Parish School Board
Route B, Box 390-B (NAS)
NEW IBERIA, LOUISIANA 70560

○ **French Language Arts Test**

Bilingual Education Program
Evangeline Parish
607 Evangeline Drive
VILLE PLATTE, LOUISIANA 70586

○ **Test d'Acquisition du Français**

Lafayette Parish Bilingual Program
P.O. Box 156
YOUNGSVILLE, LOUISIANA 70592

○ **French Language Tests of Basic Concepts**

MAINE

Caribou Bilingual Education Project
Title VII Office
59 Glenn Street
CARIBOU, MAINE 04736

○ **English as a Second Language Test**
○ **Examen en Français**
○ **Metro "70"**

MASSACHUSETTS

Cambridge Bilingual Education Program
1700 Cambridge Street
CAMBRIDGE, MASSACHUSETTS 02138

○ **Language Dominance Test** (French-English-Creole)
○ **Language Dominance Test** (Spanish-English)
○ **Placement Test for E.S.L.**

Fall River Bilingual Program
128 Hartwell Street
FALL RIVER, MASSACHUSETTS 02721

○ **Portuguese Language Arts Tests**
○ **Portuguese Mathematics Tests**
○ **Portuguese Science Tests**
○ **Portuguese Social Science Tests**

Bilingual Education Program
New Bedford Public Schools
455 County Street
NEW BEDFORD, MASSACHUSETTS 02746

○ **Diagnostic Test in Social Studies**
○ **Exame de Gramática Portuguesa**
○ **New Bedford Oral Language Productive Test**
○ **Portuguese Reading Test**
○ **Prova Diagnóstica de Ciências Fisicas**

New Bedford School Department
Production Center
455 County Street
NEW BEDFORD, MASSACHUSETTS 02740

○ **Exame de Matemática**
○ **Teste Avaliação de Aproveitamento Escolar – Leitura**

MICHIGAN

Lansing Public Schools
Office of Bilingual Education
1106 North Cedar Street
LANSING, MICHIGAN 48906

○ **Criterion-Referenced Hispanic Culture and Heritage Test**
○ **Lansing Self-Appraisal Inventory**

Michigan Migrant Education Program
Michigan Department of Education
P.O. Box 420
LANSING, MICHIGAN 48902

○ **Michigan Oral Language Assessment Test**

NAMES AND ADDRESSES OF NON-COMMERCIAL PUBLISHERS AND TITLES OF INSTRUMENTS

MONTANA
Montana Reading Publications
Level 4, Stapleton Building
Room 225
BILLINGS, MONTANA 49101
○ **Gilliland General Purpose Learning Potential Examination**

NEW HAMPSHIRE
Berlin-North Country Bilingual
Education Program
School Street
BERLIN, NEW HAMPSHIRE 03570
○ **Berlin-North Country French Objectives and Tests**

Mascenic Bilingual Program
GREENVILLE, NEW HAMPSHIRE 03048
○ **Mascenic French Achievement Test in Reading**

NEW JERSEY
Congreso Boricua de New Jersey
Componente de Educación
222 West State Street
TRENTON, NEW JERSEY 08608
○ **Programa de Artes del Lenguaje en Español — Cuaderno de Exámenes**

NEW MEXICO
Bureau of Indian Affairs
Attn: Eugene Leitke
Indian Education Resource Center
P.O. Box 1788
ALBUQUERQUE, NEW MEXICO 87103
○ **Test of Proficiency in ESL (TOPESL)**

Native American Materials Development Center
407 Rio Grande, Northwest
ALBUQUERQUE, NEW MEXICO 87104
○ **CLOZE Test (Navajo)**

Southwestern Cooperative Educational Laboratory
229 Truman, Northeast
ALBUQUERQUE, NEW MEXICO 87108
○ **SWCEL Test of Oral Language Proficiency**

Eastern Navajo Agency
P.O. Box 328
CROWNPOINT, NEW MEXICO 87313
○ **Criterion-Referenced Tests and Minimum Grade Standards**
Española Bilingual Program
P.O. Box 249
ESPAÑOLA, NEW MEXICO 87532
○ **Criterion Measurement Tests**

Gallup-McKinley Title VII Project
Gallup-McKinley County Schools
GALLUP, NEW MEXICO 87301
○ **Navajo Basic Vocabulary Test**

Bilingual Education Project
Las Cruces Public Schools
301 West Amador Avenue
LAS CRUCES, NEW MEXICO 88001
○ **Las Cruces Student Questionnaire**
○ **Readiness Checklist**
○ **SES Translation Test**
○ **Test of Grammatically Correct Spanish/English**

Taos Bilingual Bicultural Program
Taos Municipal Schools
P.O. Box 677
TAOS, NEW MEXICO 87571
○ **Taos Objective-Based Local Tests**

NEW YORK
Bureau of Basic Continuing Education
State Education Department
ALBANY, NEW YORK 12234
○ **Oral Placement Test**
○ **Oral Production Tests**

New York State Education Department
Testing Division
University of the State of New York
ALBANY, NEW YORK 12224
○ **Piagetian Task Checklist**
○ **Schaeffer's Checklist of Progression in Language Development**
○ **Pupil Evaluation Program (PEP) New York State Reading and Mathematics Test** (Spanish)

Brentwood Union Free School District
BRENTWOOD, NEW YORK 11717
○ **Pupil Communication Skills Inventories**

Northeast Center for Curriculum
Development
I. S. 184, Complex 419
778 Forest Avenue
BRONX, NEW YORK 10456
○ **Oral Language Ability Scale (OLAS)**

Bilingual Center
City School District #17
960 Prospect Place
BROOKLYN, NEW YORK 11213
○ **Examen de la Lecture Français**
○ **Examen en Español**
○ **Examen Exploratorio de Lengua Española**

Brooklyn Bilingual Center for
Preschoolers
City School District #17
2 Linden Blvd.
BROOKLYN, NEW YORK 11226
○ **Experimental Scale for Rating Pupils' Ability to Speak English**
○ **Piagetian Task Checklist**
○ **Schaeffer's Checklist of Progression in Language Development**

Office of Educational Evaluation
Board of Education of the City of New York
110 Livingston Street
BROOKLYN, NEW YORK 11201
○ **Language Assessment Battery (LAB) — Italian Reading Test**

Special Improvements Program
Lawrence Public Schools, School #4
Wanser Avenue
INWOOD, NEW YORK 11697
○ **Self-Concept Rating Scale**

NEW YORK (continued)

Mineola Union Free School District
200 Emory Road
MINEOLA, NEW YORK 11501

○ **Reading Assessment for Language Learning Youngsters (RALLY) – Avaliação de Leitura para Crianças em Lições Lingüísticas**
○ **Writing Assessment for Language Learning Youngsters (WALLY) – Avaliação Escrita para Crianças em Lingüísticas**

BEARU, Hunter College
City University of New York
466 Lexington Avenue
NEW YORK, NEW YORK 10022

○ **Prueba de Comprensión de Ciencia**

Director, Bilingual Education
Fordham University
School of Education at Lincoln Center
NEW YORK, NEW YORK 10023

○ **Cognitive Style Inventory for Bilingual Students**

Puerto Rican Family Institute
Bilingual Supportive Learning Centers
116 West 14th Street
NEW YORK, NEW YORK 10011

○ **Diagnostic Language Assessment**
○ **Diagnostic Reading Test**
○ **Spanish Articulation Screening Test and Spanish Articulation Test**
○ **Spanish Language Screening Test**

Nyack School District
South Highland Avenue
NYACK, NEW YORK 10960

○ **Teacher-Made Math/Science Test** (Haitian French)
○ **Test of Haitian Culture** (English/French)

Board of Cooperative Educational Services
Nassau County
Salisbury Center
Valentines Road and the Plain Road
WESTBURY, NEW YORK 11590

○ **Self-Concept Inventory, Primary Level/Inventario de Sí Mismo, Nivel Primario**

OHIO

Bilingual Education Program
Lorain City Schools
1020 Seventh Street
LORAIN, OHIO 44052

○ **Examen de Palabras de Reconocimiento**
○ **Prueba de la Lengua Española**

PENNSYLVANIA

School District of Philadephia
Parkway at 21st Street
PHILADELPHIA, PENNSYLVANIA 19103

○ **Philadelphia Readiness Test**
○ **Philadelphia Unit Tests – Science/Social Studies**
○ **Philadelphia Writing Tests**
○ **Second Grade Arithmetic Test – Spanish Version, Part II**
○ **Speaking Test in Spanish/English**

RHODE ISLAND

Central Falls Bilingual Education Program
21 Hedley Avenue
CENTRAL FALLS, RHODE ISLAND 02863

○ **Reading Achievement Test** (Portuguese)
○ **Reading Achievement Test** (Spanish)

João Botelho
East Providence Bilingual Education Project
255 Tanton Avenue
EAST PROVIDENCE, RHODE ISLAND 02914

○ **Teste de Lingua Portuguesa**

Curriculum Research and Development Center
University of Rhode Island
KINGSTON, RHODE ISLAND 02881

○ **English as a Second Language Achievement Tests**
○ **English as a Second Language Aptitude Tests**
○ **Math Readiness Test** (Portuguese)
○ **Reading Comprehension Test** (Portuguese)
○ **Vernacular Reading Readiness Test** (Portuguese)

Bilingual Education Project
School Administration Building
Park Place
PAWTUCKET, RHODE ISLAND 02860

○ **Tests of English Proficiency**

Providence School Department
Office of Bilingual Education
86 Fourth Street
PROVIDENCE, RHODE ISLAND 02906

○ **Adaptation of Botel Reading Inventory**

TEXAS

Dissemination Center for Bilingual/Bicultural Education
7703 North Lamar
AUSTIN, TEXAS 78752

○ **Educational Attitude Survey Healdsburgh, California**
○ **Field Sensitive and Field Independent Behavior Observation Instrument**
○ **Language Arts Criterion-Referenced Tests – Part I**
○ **Prueba de Lectura, Edgewood**

Texas Migrant Education Program
Division of Compensatory and Migrant Education
Texas Education Agency
201 East 11th Street
AUSTIN, TEXAS 78701

○ **Criterion-Referenced Test in Oral Language**

J.B. Peña
San Felipe del Rio Consolidated Independent School District
P.O. Box 1229
DEL RIO, TEXAS 78840

○ **Del Rio Pruebas en Español (CRT)**

El Paso Public Schools
P.O. Box 20100
EL PASO, TEXAS 79998

○ **PAL Oral Language Dominance Measure**

TEXAS (continued)

Title VII Bilingual-Bicultural Program
Brooks County Independent School District
P.O. Box 589
FALFURRIAS, TEXAS 78355

○ **Language Usage Inventory**

Bilingual Educational Project
United Independent School District
700 Del Mar Blvd.
LAREDO, TEXAS 78040

○ **Spanish Achievement Test**

Director of Bilingual Education
Pharr/San Juan/Alamo Independent School District
301 South Dogwood
PHARR, TEXAS 78577

○ **Pharr Prueba de Lectura**
○ **Prueba de Español Como Primer Idioma**
○ **Tests on Bicultural Heritage**

Bilingual Education Program
Robstown Independent School District
101 West Avenue E
ROBSTOWN, TEXAS 78380

○ **Oral Language Inventory**

Edgewood Title VII Project
Edgewood Independent School District
5358 West Commerce Street
SAN ANTONIO, TEXAS 78237

○ **Examen Final de Matemáticas**

VERMONT

Le Programme Bilingue of Canaan/Norton Vermont
P.O. Box 68
CANAAN, VERMONT 05903

○ **Canaan Vermont Teacher-Made French Quizzes**

WASHINGTON

BMHS Program
Northeast 425 Maple
PULLMAN, WASHINGTON 99163

○ **BMHS Test of Cultural Concepts**

WISCONSIN

Milwaukee Public Schools
Bilingual Education Program
P.O. Drawer 10-K
MILWAUKEE, WISCONSIN 53201

○ **English as a Second Language: Unit on Prepositions**

Milwaukee Public Schools
Department of Educational Research and Program Assessment
P.O. Drawer 10-K
MILWAUKEE, WISCONSIN 53201

○ **English as a Second Language Achievement Tests**

CANADA

Ontario Institute for Studies in Education
252 Bloor Street, West
TORONTO, ONTARIO, CANADA M5S 1V6

○ **French Comprehension Test**

PUERTO RICO

Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
HATO REY, PUERTO RICO 00917

○ **Prueba Colectiva Puertorriqueña de Capacidad Mental**
○ **Prueba de Aprestamiento para la Lectura**
○ **Prueba de Destrezas Básicas en Aritmética — Nivel Elemental**
○ **Prueba de Destrezas Básicas en Aritmética — Nivel Primario**
○ **Prueba de Lectura, Puerto Rico —** Form A (English Version)
○ **Prueba de Lectura, Puerto Rico —** Form A (Spanish Version)
○ **Test de Destrezas Básicas en Lectura**
○ **Test of Basic Skills in English**
○ **Test Puertorriqueña de Habilidad General**

SOURCE INDEX — COMMERCIAL PUBLISHERS

These publishing companies, university presses, and private institutes may be contacted for information regarding instruments included in the COMPREHENSIVE INDEX. Publishers are listed in alphabetical order.

NAMES AND ADDRESSES OF PUBLISHERS AND TITLES OF INSTRUMENTS

ALSO CORPORATION, INC.
111 Teeter Rock Road
Trumbull, Connecticut 06611
○ **Self-Perception Inventory** (SPI)

ACADEMIC THERAPY PUBLICATIONS
1539 Fourth Street
San Rafael, California 94901
○ **Dos Amigos Verbal Language Scales**

ADDISON-WESLEY PUBLISHING COMPANY
South Street
Reading, Massachusetts 01867
○ **Circus/Circo**
○ **Cooperative Preschool Inventory** (Spanish Edition)
○ **School and College Ability Tests (SCAT)** — Series II
○ **Sequential Tests of Educational Progress (STEP)** — Series II

ALLEN COMPANY
4200 Arbutus Court
Hayward, California 94542
○ **Prueba de Preparación para Lectura/Reading Readiness Test**

THE ALLINGTON CORPORATION
801 North Pitt Street, #701
Alexandria, Virginia 22314
○ **Language Facility Test**

AMERICAN GUIDANCE SERVICE, INC.
Publishers' Building
Circle Pines, Minnesota 55014
○ **KeyMath Diagnostic Arithmetic Test**
○ **Minnesota Preschool Scale**
○ **Peabody Individual Achievement Test**
○ **Peabody Picture Vocabulary Test**
○ **Preschool Attainment Record**
○ **Vineland Social Maturity Scale**
○ **Woodcock Reading Mastery Tests**

BEHAVIORAL CONSULTANTS
129 North 600 West
Salt Lake City, Utah 84116
○ **Sistema de Evaluación para Individualizar la Enseñanza de la Lectura**

BEHAVIORAL RESEARCH LABORATORIES
P.O. Box 577
Palo Alto, California 94302
○ **Amanecer: Exámenes Finales para Empezando a Leer y Aprendiendo a Leer**

THE BOBBS-MERRILL COMPANY, INC.
Test Division
4300 West 62nd Street
Indianapolis, Indiana 46206
○ **American School Reading Readiness Test**
○ **The Gray Oral Reading Tests**

BROWN, WILLIAM C., COMPANY, PUBLISHER
135 South Locust Street
Dubuque, Iowa 52001
○ **Classroom Reading Inventory**

CTB/MCGRAW-HILL
Del Monte Research Park
Monterey, California 93940
○ **California Achievement Tests — (CAT)**
○ **California Test of Academic Aptitude**
○ **California Test of Mental Maturity**
○ **California Test of Personality**
○ **Comprehensive Tests of Basic Skills (CTBS) — Form S**
○ **Lee-Clark Reading Readiness Test**
○ **Prescriptive Mathematics Inventory**
○ **Prescriptive Reading Inventory**
○ **Spanish/English Language Performance Screening (S/ELPS)**
○ **Tests of Basic Experiences (TOBE)**

CAL PRESS, INCORPORATED
76 Madison Avenue
New York, New York 10016
○ **Reading/Everyday Activities in Life (R/EAL)**

CENTER FOR APPLIED LINGUISTICS
1611 North Kent Street
Arlington, Virginia 22209
○ **MAT-SEA-CAL Oral Proficiency Tests**

CHECPOINT SYSTEMS
1558 N. Waterman Avenue, Suite C
San Bernardino, California 92404
○ **Basic Inventory of Natural Language (BINL)**

COUNSELOR RECORDINGS AND TESTS
P.O. Box 6184, Acklen Station
Nashville, Tennessee 37212
○ **The Piers-Harris Children's Self Concept Scale** — (Spanish Version)

CRANE PUBLISHING COMPANY
P.O. Box 3713
Trenton, New Jersey 08629
○ **CRS Spanish Placement Diagnostic Test**
○ **Crane Oral Dominance Test**
○ **Crane Oral Dominance Test** (Italian and Portuguese Versions)

DE AVILA AND ASSOCIATES
3528 Robinson Drive
Oakland, California 94602
○ **Cartoon Conservation Scales (CCS)**

ERIC
P.O. Box 190
Arlington, Virginia 22210
○ **Walker Readiness Test for Disadvantaged Preschool Children** (ED 037-253)

NAMES AND ADDRESSES OF PUBLISHERS AND TITLES OF INSTRUMENTS

EDUCATIONAL AND INDUSTRIAL
TESTING SERVICE
P.O. Box 7234
San Diego, California 92107

○ **I.P.E. Juvenil**
○ **Junior Eysenck Personality Inventory**

EDUCATIONAL PROGRAMMERS, INC.
P.O. Box 332
Roseburg, Oregon 97470

○ **Inventario de Habilidades para Aprender a Leer**

EDUCATIONAL STUDIES AND
DEVELOPMENT
1357 Forest Park Road
Muskegon, Michigan 49441

○ **The ABC Inventory to Determine Kindergarten and School Readiness**

EDUCATIONAL TESTING SERVICE (ETS)
Cooperative Test Division
Rosedale Road
Princeton, New Jersey 08540

○ **Cooperative Primary Tests**

EDUCATIONAL TESTING SERVICE
ETS Test Collection
Tests in Microfiche
Princeton, New Jersey 08540

○ **Ambiguous Verbal Stimulus Test to Measure Language Dominance in Spanish-English Bilinguals**
○ **Developmental Screening Questionnaire for Preschool Children**
○ **Flexibility Test to Measure Language Dominance in Spanish-English Bilinguals**
○ **Gruen, Korte, Stephens Internal-External Scale**
○ **Harris Articulation Test**
○ **Navajo-English Language Dominance Interview**
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○ **Comprehension of Oral Language — Inter-American**
○ **Comprensión del Lenguaje Oral — Interamericana**
○ **Prueba de Lectura y Número — Interamericana**
○ **Pruebas de Habilidad General — Interamericana**
○ **Pruebas de Lectura — Interamericana**
○ **Test de Lecture — Interaméricaine**
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○ **Tests of Reading — Inter-American**

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○ **Iowa Test of Basic Skills**
○ **Lorge-Thorndike Intelligence Test**
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○ **Language Assessment Battery (LAB)**

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○ **Developmental Profile**

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○ **Culture Fair Intelligence Tests** (Spanish Version)

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○ **THE BIG E**

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○ **Gloria and David Oral Language Assessment Instrument**

LINGUAMETRICS CORPORATION
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○ **Language Assessment Scales (LAS) —** (English Version)
○ **Language Assessment Scales (LAS) —** (Spanish Version)

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○ **Carrow Elicited Language Inventory**
○ **Comprehensive Career Assessment Scale**
○ **Cultural Attitude Inventories**
○ **Cultural Attitude Scales** (Mexican-American)
○ **Cultural Attitude Scales** (Puerto Rican)
○ **James Language Dominance Test**
○ **Oral School Attitude Test — Prueba de Actitud Estudiantil**
○ **Primary Self-Concept Inventory**
○ **School Attitude Test — Prueba de Actitud Estudiantil**
○ **Screening Test for Auditory Comprehension of Language**
○ **Test for Auditory Comprehension of Language** (English-Spanish)

MACJULEP
519 Emmons Drive
Mountain View, California 94043

○ **High-Wire: A Bilingual Language Development Workbook**

THE MACMILLAN COMPANY
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○ **Mastery Tests for the Primary Grades**

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○ **Shutt Primary Language Indicator Test (SPLIT)**

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○ **California H-200 Lessons**

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○ **Conceptual Oral Language Test (COLT)**
○ **Michigan Oral Language Productive Test**

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○ **ZIP Test**

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○ **Quick Language Assessment Inventory**

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○ **Lindamood Auditory Conceptualization Test**
○ **Pupil Record of Educational Behavior (PREB) — Record del Comportamiento Educativo del Alumno**

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○ **Del Rio Language Screening Test**

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○ **Northwestern Syntax Screening Test**
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○ **Torrance Tests of Creative Thinking/Pensando Creativamente con Palabras**

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○ **Self-Concept and Motivation Inventory (SCAMIN)**

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○ **Gesell Development Kit**

THE PSYCHOLOGICAL CORPORATION
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○ **Arthur Point Scale of Performance Tests** (Revised Form II)
○ **Barranquilla Rapid Survey Intelligence Test (BARSIT)/Test Rápido Barranquilla**
○ **Bilingual Syntax Measure (BSM) — Medida de Sintaxis Bilingüe**
○ **Bilingual Syntax Measure (BSM) —**
○ **Italian Edition**
○ **Bilingual Syntax Measure (BSM) — Tagalog Edition**
○ **Boehm Test of Basic Concepts/Prueba Boehm de Conceptos Básicos**
○ **The Colored Progressive Matrices** (Raven Colored Progressive Matrices)
○ **Columbia Mental Maturity Scale**
○ **Durrell Listening-Reading Series**
○ **Elementary Modern Language Aptitude Test (EMLAT)** (Modern Language Aptitude Test — Elementary)
○ **Escala de Inteligencia Wechsler**
○ **Gilmore Oral Reading Test**

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- **Goodenough-Harris Drawing Test**
- **Iowa Silent Reading Tests**
- **McCarthy Scales of Children's Abilities**
- **Metropolitan Achievement Tests**
- **Metropolitan Readiness Tests**
- **Murphy-Durell Reading Readiness Analysis**
- **Otis-Lennon Mental Ability Test**
- **Stanford Achievement Test**
- **Stanford Early School Achievement Test (SESAT) – Chicano Spanish Edition**
- **Stanford Early School Achievement Test (SESAT) – Puerto Rican Spanish Edition**
- **Wechsler Intelligence Scale for Children (WISC)**
- **Wechsler Intelligence Scale for Children (WISC) 1949** – (Spanish Edition)

SANTILLANA PUBLISHING COMPANY
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- **Mastery Level Test**
- **Program Management System – Programa de Lengua Española**
- **Prueba de Aptitud para la Lectura (PAL)**

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- **STS Junior Inventory**
- **STS School Readiness Test** (Spanish Edition)
- **School Readiness Test**

SCIENCE RESEARCH ASSOCIATES
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Chicago, Illinois 60611

- **Primary Mental Abilities Test (PMA)**
- **SRA Achievement Series**
- **Short Test of Educational Ability (STEA) – Spanish Edition**
- **SOBER-Español**
- **Tests of General Ability (TOGA)**

SLOSSON EDUCATIONAL PUBLICATIONS INC.
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East Aurora, New York 14052

- **Slosson Intelligence Test for Children and Adults** (French)

SOUTHWEST RESEARCH ASSOCIATES INC.
P.O. Box 4092
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- **Stanford Early School Achievement Test (SESAT) – Navajo Version**
- **Test of Language Dominance (TOLD) – Navajo Version**
- **Test of Language Dominance (TOLD) – Spanish Version**
- **Test of Language Dominance (TOLD) – Tagalog Version**

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- **Gates-MacGinitie Reading Tests**

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- **Pictorial Test of Bilingualism and Language Dominance**

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- **Illinois Test of Psycholinguistic Abilities** (Spanish Adaptation)

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- **Diagnostic Test for Sound Problems**

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- **Anton Brenner Developmental Gestalt Test of School Readiness**
- **The Child Behavior Rating Scale**
- **Inferred Self-Concept Scale**
- **Picture World Test**

ZANER-BLOSER COMPANY
612 North Park Street
Columbus, Ohio 43215

- **Handwriting Evaluation Scales**

APPENDIX C – GLOSSARY OF TECHNICAL TERMS

GLOSSARY OF TECHNICAL TERMS

age equivalent... The age for which a particular raw score would be the median or average score.

age norms... The chronological ages corresponding to performance in raw scores for a given population.

alternate form reliability... The correlation between students' scores on parallel forms of a test.

alternate forms... See equivalent forms.

aptitude... A person's likelihood for acquiring new skills or knowledge in a particular area.

average... A general term for measures of central tendency such as mean, median, and mode.

concurrent validity... The relation between a student's test scores and criterion scores that are obtained at or about the same time.

construct validity... The relation between a test and explanatory concepts or theoretical constructs.

content validity... The extent to which the items in a test can be logically justified in terms of what the test purports to measure.

correlation... The relation between two variables; the extent of similarity in direction and degree of variations in corresponding pairs of scores on two variables.

criterion-referenced test... A test for which scores are interpreted in relation to established criteria for level of performance or degree of mastery of objectives.

derived score... A score obtained from another score or scores by statistical methods; e.g., a percentile score, a standard score.

discriminative power of a test item... The extent to which a test item is passed by persons of ability greater than the level corresponding to the item and failed by those of ability less than the level corresponding to the item.

equivalent forms... Two tests which, although not identical, are so similar that they can be used interchangeably. Equivalent forms must test the same functions and yield the same type of score distribution, the same central tendency, and the same dispersion. Also called alternate forms, comparable forms, and parallel forms.

error of measurement... The difference between an obtained score and the corresponding true score.

face validity... Apparent relevance of test items to the purpose of the test.

factor analysis... Any method of analysis of the interrelationships among a set of variables by which the proportion of the variance of each variable that is associated with each factor may be determined.

frequency... The number of cases falling at any score, within any class of scores, or in each cell of a double-entry table.

grade equivalent... The grade level for which a particular raw score would be typical or average.

grade norm... The mean or median score made by students at a particular grade level.

internal consistency... A measure of how well the items within a test all measure the same dimension.

inter-rater reliability... The degree to which different scorers or raters agree among themselves. (Not to be confused with test reliability, for which it is a lower bound)

item analysis... Any statistical process of determining the validity of individual test items.

Kuder-Richardson formulas... A series of formulas for estimating the reliability of a test, the particular one to be used depending upon the amount of data available or the precision of the estimate desired.

mean... The sum of the scores divided by the number of scores; the point or value in a distribution of scores such that the sum of the deviations of the scores above it is equal to the sum of the deviations of scores below it. Also called arithmetic mean and, in common usage, average or arithmetic average.

median... The point or score value which divides the cases in a frequency distribution evenly or into an upper and a lower 50 percent.

mode... The most frequently occurring value in a score distribution.

norm... A type of measure based on a specified sample that assists in the interpretation of raw scores; e.g., means, percentiles, standard scores, etc., for a specified sample.

normalized standard scores... Standard scores so transmuted that the distribution of resulting scores is normal.

Pearson product moment correlation coefficient... A number between the values of − 1.00 and + 1.00 which expresses the degree of relationship between two continuous variables.

percentage score... The percent of the total number of items a student answered correctly.

percentile... The point in a frequency distribution below which occurs the percentage of the cases indicated by the particular percentile. Thus, 62 percent of the cases fall below the 62nd percentile.

percentile score... The percentile that corresponds to a given score in a frequency distribution; a given score expressed as a percentile.

population... All of the cases in the class of things being investigated by statistical methods. The limits of a population are specified by the characteristics common to all of its members; e.g., all second-grade elementary school children 7 years of age as of December 1, 1977. Also called a universe.

power test... A test for which time limits permit essentially all test-takers to respond to all items so that performance is determined by ability to respond, not by speed of response.

predictive validity... The relation between a set of scores on a test and performance for the same group on a criterion measure obtained at a later time.

quartile... The first quartile is the 25th percentile; second quartile the 50th percentile; third quartile the 75th percentile.

random sample... A limited number of cases selected from a population in such a way that every individual case has an equal and independent chance of being included; a sample selected in a purely chance manner from a universe or population.

range... The difference between the highest and the lowest obtained test scores for a group of subjects, plus one unit; a crude measure of variability.

raw score... A test score as originally obtained, before any transmutation or statistical treatment.

reliability... The accuracy with which a measuring device measures something; verifiability of test results after the lapse of time. Consistency between results of repeated administrations of the same measuring device to the same individuals. Reliability is usually estimated in terms of the coefficient of reliability or the standard error of measurement.

reliability coefficient... An estimate of the correlation coefficient between a test and itself, i.e., between the scores on a test given twice, or on two equivalent tests given to the same subjects, without disturbance by such factors as memory, practice, boredom, etc.

representative sample... A sample that duplicates the characteristics of the universe or population in all respects that are likely to influence results based on the sample.

sample... A number of cases selected from all of the cases in a particular population or universe; part of a total population chosen for investigation. An attempt is often made to choose a sample that will be representative of the population of which it is a part. As a special case, the sample may consist of the entire population.

scaled scores ... Scores such as stanines, standard scores, and grade equivalents which are designed to reflect certain characteristics not apparent in the raw scores from which they were derived.

significant difference ... A difference large enough that it would rarely have occurred by chance. A difference significant at the 1 percent level is one that would arise less than 1 time out of 100 due to chance variation.

Spearman-Brown prophecy formula ... A means of estimating the reliability of a test when it is lengthened by the addition of equivalent items; a formula that shows the relation between the length of a test and its reliability. Also called Spearman-Brown formula and prophecy formula.

speed test ... A test for which time limits are set so that ability to get a good score depends on how fast the test-taker works.

split-half method ... A method for estimating the reliability of a test by splitting it into supposedly equivalent halves, correlating the scores on the two halves, and applying the Spearman-Brown prophecy formula to estimate the correlation between the total test and an equivalent test.

standard deviation ... A measure of the variability of a list of numbers, such as test scores, obtained by taking the square root of the mean of the squares of the deviations of the scores from their mean.

standardized test ... A test for which a distribution of scores for a specific population is available. Standardized test manuals usually include instructions for constant administration, relevant scale scores, and information on test reliability and validity.

standard score ... A deviation from the mean expressed in terms of the standard deviation of the distribution; a gross score minus the mean, divided by the standard deviation. Also called z-score and sigma score.

stanine ... A statistically derived score designed to create a scale with 9 intervals; the mean is 5 and each interval represents half of a standard deviation.

stratified sample ... A sample selected by dividing a large group into smaller sub-groups on the basis of characteristics likely to affect results and taking a proportional number of cases from each sub-group.

test-retest correlation ... An estimate of the reliability coefficient obtained by correlating scores on two administrations of the same test.

true score ... The value of a measure entirely free from error.

validity ... The extent to which a test or other variable measures what it is supposed to measure; the extent to which test scores can be used to predict criterion scores. Validity is often measured by the correlation of the variable with a criterion. Also called diagnostic value and discriminative power.

validity coefficient ... A correlation coefficient between a test (or tests) and a criterion that it is intended to predict.

variability ... The extent to which the scores of a distribution spread out from the mean or some other measure of central tendency.

weighted score ... A sum of subscores each multiplied by a unique constant to maximize some statistic such as a validity coefficient.

APPENDIX D – BIBLIOGRAPHY

BIBLIOGRAPHY

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